

**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
POLICY DOCUMENTS BOOKLET**

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İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
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ADMISSIONS POLICY

Purposes

In İstek Bilge Kağan Kindergarten and Primary School, acceptance and placement depends on the potential of the student to benefit from learning program, the school's ability to meet the educational needs of the candidate, meeting a range of financial and health-related needs, interviews and evaluations. Students between the ages of 3-11 are admitted to the school. Class placement is basically determined by considering the age of students on September 30th. All kindergarten students and students who want to be transferred from other İSTEK Schools are admitted to the school directly. Students in need of special education are accepted according to the extent to which their needs are met under the current conditions in our school. If the conditions are not suitable, students are guided for their own good. Registrations (Registration Renewal / New Registration) are made throughout the year based on the above criteria.

İSTEK Bilge Kağan Kindergarten and Primary School aims to develop the IB Learner Profile Characteristics and to encourage an understanding of International Mindedness by giving importance to the different social and cultural structures of all its students to whom it provides educational services.

Registration Policy

- a) **Registration Renewal:** It is the registration of the student registered at the school for the next academic year. Registration renewal procedures are carried out by the parents in accordance with the registration schedule announced in January every year. Before the registration renewal process in the kindergarten, the student's progress followed throughout the year is shared with the parents by the guidance unit and the school principal. The parents are informed about their readiness for the next class. The grade level to be attended for the next year is determined with the decision of the parent.
- b) **New Registration:** It is the registration process for students who will be new to the school.

Preliminary interview

Parents who are considering enrollment make an appointment to visit the school or to make a remote interview. It negotiates with the manager or assistant manager. Receives information about the functioning and applications of the school.

Student recognition studies

After the parents decide on the final registration, they make an appointment for an interview.

The Psychological Counseling and Guidance Unit conducts a student recognition study to establish a basis for goal setting and individual follow-up before enrollment.

The school guidance teacher or psychologist talks with the student in person or remotely.

Completing the registration

If the parents decide at İSTEK Bilge Kağan Schools, they have to complete the registration process for the student. The registration process is as follows:

- Parents delivering the documents requested by the Ministry of Education to the registration authority.
- Completion and signing of the registration file
- Paying the tuition fee

The documents required by the Ministry of Education are as follows.

- Four passport photos of the child
- Two photos of each parent
- Photocopy of the child's identity card
- A copy of the identity card of the parents (Mother-Father)
- A health report showing that the child is healthy and fit
- Vaccination Card

Parents must also complete all parts of the "application form" that contains more detailed information about parents and students for kindergarten and primary school. All parents sign an agreement stating a joint commitment between their parties and the school to cooperate for the benefit of the student.

Scholarship System

İSTEK Schools grants scholarships to students who need financial support in kindergarten and primary school and have achieved national and international success in sports, science and arts. İSTEK Schools allocate at least 10% of their quota to talented students who need financial assistance.

RESOURCES:

School Principal and Vice Principals, Guidance(Counselor) Unit, Kindergarten and Primary School Officers take active roles in the registration acceptance processes of İSTEK Bilge Kağan Kindergarten and Primary School.

The Ministry of National Education determines the legal obligations and the general framework in the School Enrollment Admission Policy.

<https://www.meb.gov.tr/>

İSTEK Schools' admission process, the student capacity of the school and its classes are among the factors that are always taken into consideration in the Admission Policy.

"International Baccalaureate Primary Years Program Program Standards and Practices" has a decisive effect on the Admission Policy, as it does in all policies of the school.

The admissions policy and the inclusion policy are closely related.

PARTICIPANTS	PURPOSE	DATE
School Admissions Policy Committee	Creating the first draft	September, 2016
School Admissions Policy Committee	Revision of the document (Revision I)	June, 2017
School Admissions Policy Committee	Revision of the document (Revision II)	September, 2018
School Admissions Policy Committee	Revision of the document (Revision III)	September, 2020

School Admissions Policy Committee	Revision of the document (Revision IV)	September,2021
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**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
ASSESSMENT AND EVALUATION POLICY**

Introduction:

This document defines our view on measurement and evaluation, the principles of measurement and evaluation and how these principles affect our practices. The points in this policy define what we value and what we want to work for. The practices specified in this policy have been developed with all teachers. This policy has been prepared by considering all the physical and virtual spaces where assessment-evaluation needs to be implemented. As in all the policies implemented in our school, we ensure that our students develop their IB Learner Profile Characteristics in the assessment and evaluation policy, and we aim to reach International Mindedness.

Philosophy:

The purpose of assessment is to provide information about learning and teaching. It involves collecting and analyzing information about student learning to present information to teaching practice. Defines what students know, understand and can do at different stages of the learning process. With the valuable information provided by effective assessment that successfully accomplishes this goal, the answers to questions such as what learning consists of, how can it be supported and made meaningful to all members of the learning community are understood. When students actively participate in assessment and take action based on constructive feedback, they become effective, self-directed learners. This helps them reflect on their own development, set goals for their learning, and make decisions about what to do to achieve those goals.

- Evaluation is the process of collecting evidence, analyzing, reflecting on and taking action on an ongoing basis about students' learning in order to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adapt learning.
- Students are interested in actively taking action based on feedback from peers and teachers to evaluate and reflect on their own learning and to feed forward to next steps in learning.

- Both learning outcomes and learning process are evaluated.

(PYP From Principles to Practice - Learning and Teaching; International Baccalaureate 2018)

Assessment is an integral part of all teaching and learning.

The Primary Years Program (PYP) defines three closely related areas that make up the curriculum in a PYP school: the written curriculum, the taught curriculum, and the curriculum evaluated. These three components constitute a cycle that helps students reach understanding at deeper levels, through their readiness to form their own meanings, discover their own questions, and gain appropriate experience and assessment of their learning styles.

PYP determined 4 dimensions of the evaluation.

- **Monitoring learning:** The purpose of monitoring learning is to check the progress of learning against personal learning goals and success criteria. This happens daily with a variety of strategies: observation, asking questions, reflection, discussion of learning with peers and teachers, as well as well thought-out feedback for further steps in learning. Tools used for monitoring include open-ended assignments, written or oral assessment, and a learning portfolio.
- **Documentation of learning:** Documentation of learning is the collection of learning evidence. Documentation can be physical or digital, and can be viewed or saved in a variety of media formats. Documentation of learning is shared with others to make learning visible and obvious. Documentation reveals insights into learning and provides opportunities for reconnecting learning goals and success metrics.
- **Measurement of learning:** Measurement of learning, the student at a certain time It aims to capture what you learn in your language. Not all learning can or does not have to be measured. Measurement tools can be designed by the school or commercial, but each measurement tool used provides additional data to support overall student achievement and learning progress.

Reporting of Learning: Report on learning to inform the learning community presents and "How successful are we?" reflects on the question. It defines the progress and success of students' learning, determines areas of development and contributes to the

effectiveness of the program. Reporting is perhaps the most open aspect of evaluation, so it needs careful handling to make clear information available to students and parents. If a school rewards and communicates grades or other indicators of achievement, it should ensure that these processes are clear, transparent and understood by all stakeholders.

Who is part of student assessment?

Everyone involved in assessment - students, teachers, parents, administrators, and board members should have a thorough understanding of the reasons for the assessment, the success criteria and the method used in the assessment. (Primary Years, Program Evaluation Guide, January 2001. © International Baccalaureate Organization)

Why do we evaluate?

A. Assessment Objectives

Evaluation is an integral part of the teaching cycle. It provides information on student learning and development, as well as information on planning, self-reflective thinking and collaboration.

Elements that improve student learning:

- Evaluation of previous knowledge and experience
- Differentiation of education to meet individual needs
- Providing students with opportunities for reflection to identify their strengths and weaknesses and set goals for themselves.
- Giving feedback to students
- Creating rich learning environments to improve students' learning opportunities.

Information about students' learning is obtained as follows:

- Pre - process - result evaluation studies,
- Examples of student work and performance
- Observations and observation records
- Action feedback from parents
- Learning diaries

The following are carried out by using a series of student evaluations in İSTEK Bilge Kağan:

- Evaluating the students' current knowledge and their previous experiences before starting new learning

- Evaluation of new learning

Guiding teacher planning and presentation

- Evaluation of student performance regarding national standards as well as PYP expectations
- Taking into account the differences in success among students, doing studies in that direction
- Evaluation of the effectiveness of the learning program
- Sharing and celebrating what students can do

B.Principles of Assessment and Evaluation

The Basic Agreement on the Evaluation of İSTEK Bilge Kağan Primary School is a product of the joint effort of the teaching staff. Accordingly, determining student learning is the main purpose of assessment. It covers knowledge, concept, skill and action.

Features of effective measurement - evaluation:

What is a good evaluation made of?

- Giving feedback to students and teachers for performance, learning and teacher review / improvement
- To show students what they know, understand and can do; to be process and result oriented
- Including reflection as an integral and essential part of self, peer, teacher and parent assessment,
- Ensuring that they show awareness of learning style, cultural and linguistic differences.
- Having metrics and providing evidence to what extent these metrics are met.

What is included in the evaluation in the PYP school?

During the IB PYP Inquiry Program, İSTEK Bilge Kağan Kindergarten and Primary School work to give students the opportunity to first create meaning with structured inquiry. This goal is achieved by emphasizing the links between subject-specific knowledge and transdisciplinary skills and themes. Transdisciplinary themes provide a focal point for inquiry. Feedback is given on student development and performance in each of these areas. Feedback is also provided on the features listed in the IB learner profile. However, emphasis is placed on self-evaluation and reflective thinking in the development of learner profile characteristics.

In İSTEK Bilge Kağan Kindergarten, teachers collect evidence about the development of



children. The nature of the evidence collected can take different forms, such as: observation notes, photographs of the child, pictures or drawings made by the child, samples of the child's writing, language samples, video recording of the child, etc.

At İSTEK Bilge Kağan Primary School, we evaluate performance and progress in each of the following course areas: Turkish, English, German / Spanish (Grades 2-3-4), Mathematics, Science, Social Studies, Physical Education, Visual Arts, Music, information technologies

We continue to combine the features of the Learner Profile with daily learning. Our school evaluates students' progress in the following areas:

- Understanding of concepts (big ideas that go beyond traditional lesson areas)
- Getting information
- Specialization in skills (learning approaches)
- Development of IB Learner profile features (reflection and self-assessment)
- Taking action
- Development and performance of students in the following course areas: Language (Turkish, English, German / Spanish (2-4th grades), Mathematics, Social Studies, Science, Information Technologies, Visual Arts and Physical Education)

When is the assessment done in a PYP school?

Assessment is a continuous process that allows teachers, parents and children to see their strengths and areas for improvement, as well as the effectiveness of the program.

Pre-Assessment is the process before starting new learning in order to reveal previous knowledge and experiences. In all our classes, many different methods such as brainstorming activities and mind / concept maps are used to learn students' prior knowledge.

Process Assessment is intertwined with daily learning. It helps teachers and students to plan their future development and learning by finding out what children already know, understand and can do. Provides data to teachers for differentiation.

Outcome Evaluation takes place at the end of a learning unit or process. It provides an opportunity for students, teachers and their parents to show what has been learned during the unit and to evaluate progress. It is the end point for a unit or process. However, this need not be the end of learning in the areas evaluated.

What are the features of effective evaluation for continuous learning and development in PYP?

- Having predetermined meaningful criteria
- Ensuring that students not only remember information - facts but also synthesize and apply what they have learned.
- Improve students' reflection and self-assessment
- Concentration on quality product or performance production
- Allowing children to highlight their strengths and demonstrate their expertise and expertise.
- Allowing children to express different opinions and comments

Providing feedback at every stage of the learning / teaching cycle

- Consideration of student needs, interests and learning styles (student oriented)

Collaboration between students and teachers

- Creating-keeping evidence for the goals set and understood by students, parents, teachers and administrators in relation to student development and learning.
- Identifying things worth learning
- Determining the final point and goals to be achieved with backward design, planning learning activities and evaluations in accordance with this goal

How do we give feedback?

The feedback to the student may be verbal, written, or a comment from Classroom.

The content may include two positive aspects and one aspect that needs to be improved.

The teacher provides clear and understandable feedback on the student's skills that need to improve. (Supportive and understandable sentences such as "You wrote by paying attention to the direction of the letters and fitting them into the line" are used.)

Positive language is used in feedback. Descriptions that support and encourage learning are included.

If the student is reluctant to participate in the studies regularly, the reasons are questioned and cooperation is made with the student, parent and guidance unit.

How do students show what they have learned in the PYP?

Students are given many opportunities to demonstrate what they have learned. These include, but are not limited to: **presentations, performance-based studies, portfolios, interviews, tests, process - outcome evaluations, reflective thinking / learning diaries, classroom discussions, and the PYP Exhibition at the end of 4th grade.**

A range of assessment formats are used to show what each child knows, can understand and can do.

How do teachers record student progress?

Teachers use a series of assessment tools to record student progress in the PYP. For example; **rubrics, checklists, charts, assignment or course-specific assessment criteria, forms, performance indicators / examples and anecdotal recording.**

How is student progress reported to parents and students?

Reporting is giving feedback on the assessment. Effective reporting should include:

- involve parents, students and teachers as partners
- reflect community values
- be understandable, honest, fair and reliable
- be clear and understandable for all
- allow teachers to combine what they have learned during the reporting process with future teaching and assessment practices

At İSTEK Bilge Kağan Kindergarten and Primary School, parents are informed about the progress of their students in the following ways:

- **Scorecards** (In Primary School, Scorecards are in a format developed by the Ministry of Education twice a year)
- **Development reports:** At the end of each inquiry unit in the kindergarten, the development of the student regarding the targeted knowledge, skills (learning approaches), concepts and learner profile characteristics are evaluated in the unit. In our primary school, students receive a progress report with their report cards at the end of each semester, including their evaluations specifically for both the inquiry units and the course areas. There are sections in the development reports for students to think alternately and teachers to give detailed feedback. The actions taken by the students as a result of what they learned in the unit are also included in the development reports.

In addition, a mid-term evaluation report is prepared in which feedback on the development of students' knowledge, concept, skills and action is prepared before the November and April break holidays in primary school.

At the end of the first and second semesters in kindergarten, a report containing the evaluations of the students' general development is delivered.

- **Goal setting meetings:** At the beginning of the academic year, our primary school students think about their strengths and areas for improvement. They set goals for the new academic year and make plans to achieve those goals. They share their goals and their teachers, together with their parents, plan their goals using previous exam results, competencies and readiness in both academic and non-academic fields. Students regularly evaluate these goals and set new goals for themselves.
- **Portfolio and meetings conducted by students:** Students share the products they choose from their portfolios with their families on portfolio presentation days, which are held once every semester. (Portfolio application principles - Appendix 1)
- **PYP Exhibition:** PYP Exhibition is the last day of the program in all schools implementing the It is an evaluation study in which they shared what they learned, acquired skills and positive attitudes with the school community. In the PYP Exhibition, our students conduct research on a global problem they have identified with their groups and take action against this problem. The teachers in our school guide our groups in their studies by acting as mentors. Our students receive PYP certificates showing that they have completed the program after their PYP Exhibition presentations.
- **Action feedback forms:** are delivered at the end of the unit and parents are given the opportunity to share their observations about the extent to which students take what they have learned into action by linking them with PYP learner profile characteristics and learning approaches. Feedback is evaluated by both teachers and administrators, and these forms give students the chance to see how they apply what they have learned to their lives. The posts here are used to give feedback in the development reports and to revise the units.
- **Parent meetings:** Parents, students and teachers are all considered jointly in the reporting process and in sharing responsibility for both learning and calculating student progress. Communication is open and mutual. Two parent meetings are held each year at the İSTEK Bilge Kağan Schools. In addition, there are many opportunities for parent meetings throughout the school year. All teachers have Parent Office Hours in their weekly timetable.
- **Reflective Thinking / Learning Diaries:** Students reflect on their own learning with their learning journal. This exercise allows students to shape their own strengths and identify

areas for improvement. It provides opportunities for students to describe their learning. These diaries are concrete indicators of student progress.

Assessment Requirements According to the Turkish National Education Curriculum

- Students' success is determined by their exam results, projects and performance studies.
- All assessment tools and strategies used to determine students' success should evaluate students' critical and creative thinking, questioning and problem solving skills.
- Assessment tools used in the assessment of students should be valid and reliable. Based on the learning outcome, teachers develop and use answer keys, rubrics and checklists.
- For students with special learning needs, individualized education programs are planned and their success is evaluated depending on the learning outcomes specified in these programs.
- Teachers conduct exams, projects and other studies to determine the performance of students according to the foundations of the evaluation policy, goals and learning outcomes of the course. The success of students with special needs, performance studies and exams are evaluated according to customized training programs.

For first, second and third grades, all performance studies and projects carried out within the scope of teacher supervision are evaluated under teacher supervision.

- For 4th graders, students take at least two exams per week for courses that contain three or less subjects.
- Class and activity participation and performance study are taken into account in determining the success of students.
- Teachers prepare the answer keys together with the exams. These answer keys are used for scoring and are stored with exam papers. Answer keys should be detailed and contain possible answers to questions.
- Students who do not take the exam must state an excuse. If the excuse is not valid or not accepted by the management, the student's performance is not given a grade, but is evaluated in finding the arithmetic mean.
- Students who cannot attend visual arts or physical education classes due to physical disability or other health problems must prove their status with a doctor's report.
- Students may be exempted from Religious Studies if their officially registered religion is not Islam.
- Primary school is not a period in which students are excluded based on their failure. It is a period in which students are given the opportunity to develop their interests and skills with the contribution of curriculum studies and social activities outside the program.

The understanding and assessment - evaluation criteria specified in the Assessment-Evaluation Policy of our school are among the most basic rights that every student should achieve in accordance with their level and age group. It is the responsibility of all teachers, the assessment commission and the Pedagogical Leadership Team to implement and develop the assessment and evaluation policy.

Resources:

- Our school's assessment and evaluation policy is regularly reviewed and improved by policy commission members. Student self-assessment, peer assessments, teacher assessments, family feedback, and assessments of other members of the school community enable us to continuously improve our program. Effective feedback on the effective use of resources and forward feeding has an important place in the program.
- Making the PYP Happen: "A Curriculum Framework for International Primary Education", International Baccalaureate Organization, 2009.
- PYP, From Principles into Practice: Teaching and Learning, International Baccalaureate Organization, 2018.
- <http://www.meb.gov.tr/>

Appendix 1.

PORTFOLIO APPLICATION PRINCIPLES

What does the portfolio look like?

The portfolio shows the learning processes of the students. It gives the opportunity to see each student's progress over time. It covers selected products of learning experiences that the student is a part of in many different subject areas. Student portfolios are in the form of files; however, some parts or some works may be digital or three-dimensional.

On the first page of the portfolio, there is a page where the student introduces himself in a unique way.

In total; The "1" page where the student introduces himself + 6 Inquiry Units + the sections where they collect records about the Learner Profile.

How does the portfolio work? What is its purpose?

The portfolio is designed to showcase the student's success, progress and reflection on their learning. The portfolio consists of products that show both the **learning process** and the **learning outcome**. These products are used for events, evaluation studies, etc. may be.

The most important purpose of the portfolio is to make students think alternately.

Another purpose is to inform the examiners about the learning journey of the student.

There are **2 files** for each student in the classroom. In one of these, the student's studies of all course areas are stored. The other file is the portfolio file where the student will keep the products selected from these studies.

The first page of the portfolio file; It is the "I" page where **the student introduces himself in a unique way.**

The portfolio file is organized according to 6 inquiry units. Thus, it also exhibits the development over time.

At least 1-2 lesson hours are allocated to a portfolio in the last week of each unit.

During these course hours, students choose the products they want to add to their portfolio files from the files they keep all of their products in.

Students put on the post-it papers why they prefer the products they choose.

* Notes to be written on these papers in 1st and 2nd **grades** **"I chose this product because I had a lot of fun / difficult / I learned /... .. the topic drew my attention.** etc. may be.

* In 3rd and 4th grades, **students add what they should improve in the next study in addition to the above.**

Students can also add the products they recorded on the CD to their portfolio. They also add their alternating thinking to their files.

Students who prefer group work can add these studies to their files. In studies that cannot be filed, **teachers take a photo of the work and forward it to the student.**

Students choose at least 4 exercises for each inquiry unit from their classroom teacher's lessons. These studies, depending on the class level; It can consist of Mathematics, Turkish, Social Studies, Social Studies and Science and Technology lessons. Teachers guide students to make balanced choices from these courses.

The student first chooses the products to be included in the portfolio. However, teachers may also ask students to add some products to their portfolio.

Students must definitely add their results evaluation studies to their portfolios.

Control charts, assessment scales, etc. used in the assessment of students. is also added to this file with the run. It will be useful to have teachers' feedback in the studies.

Feedbacks are suggestions on what the student should do for improvement in a particular area. "Bravo, Well done, etc. It does not contain feedback for students.

For each inquiry unit from English lessons, students choose at least two exercises.

English teachers also devote one lesson at the end of the unit to the selection of these products and adding reflection notes.

Students choose **at least 1 work** from Visual Arts, Music and Physical Education, Information Technologies courses. These studies sometimes include pictures, video recording, application examples, etc. it can be in the way.

After the students' **general evaluation reports** and **progress reports** are delivered to the parents, they are sent back to the school after the break / semester break and kept in the portfolio file.

The **action feedback forms** that parents will send at the end of each unit are also stored in the portfolio. Teachers use this feedback when filling out the action sections of their progress reports. Class teachers should be sure that each parent sends these forms at the end of the unit.

It is important to choose products specific to the portfolio. **Working papers are not included in the portfolio.**

Students' **learning diaries** are also part of their portfolios. It is very important to keep learning diaries regularly in this sense.

Students keep their portfolio files at school.

Portfolio files are sent home with the student every year.

Portfolio presentations take place once each semester, twice in total. Students make presentations from the lessons of their first-term classroom teachers and their English lessons. In the second semester, one more branch course of their choice is added to these presentations.

Students participate in portfolio presentations with their files. During the presentation, they share their portfolios with their parents. Then, they present the **products** they determined from that file to the designated presentation room with a file again. One of these products is selected from English studies. After their presentations, students leave their files to the class. Parents fill in the feedback questionnaires sent to them after the presentation.

PARTICIPANTS	PURPOSE	DATE
Assessment and Evaluation Policy Committee	Creating the first draft	June, 2016
Assessment and Evaluation Policy Committee	Revision of the document (Revision I)	September, 2016
Assessment and Evaluation Policy Committee	Revision of the document (Revision II)	January, 2017

Assessment and Evaluation Policy Committee	Revision of the document (Revision III)	April, 2017
Assessment and Evaluation Policy Committee	Revision of the document (Revision IV)	September, 2018
Assessment and Evaluation Policy Committee	Revision of the document (Revision V)	September, 2020
Language Policy Committee	Revision of the document (Revision VI)	August, 2021

**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
LANGUAGE POLICY**

Introduction:

This document describes our view of language, important principles in language learning and how these principles affect our language teaching. The language policy has been prepared by considering all physical and virtual spaces.

- A framework that improves the consistency of approach between year levels and courses.
- It informs parents about our principles, practices and helps them understand our curriculum.
- Helps teachers in the teaching plan, presentation and evaluation stages.
- It is a tool that enables teachers to reflect their own language practices and guides about professional development and appreciation.

The points in this policy define what we value and what we want to work for.

Philosophy:

In İSTEK Bilge Kağan Kindergarten and Primary School, Turkish National Education Curriculum is applied within the framework of PYP. We believe language is a tool of inquiry. Language is a tool for transdisciplinary learning. Therefore, we aim to provide a language environment that develops, produces and supports effective communication and language development. Teaching and learning; It is planned to create a balance between students' experiences of learning the language, learning about the language and learning through language.

As the center of language learning, practically all our teachers are language teachers with a responsibility to facilitate effective communication.

Language of Instruction - Turkish

Turkish is the language of instruction of İSTEK Bilge Kağan Kindergarten and Primary School. The inquiry program provides a unique context for learners to develop and use language. Wherever possible, language is taught in the context of relevant, realistic inquiry units.

Language is used as a tool to convey needs, feelings, ideas and experiences, and to develop and make sense of the world. It is very important for the development of social, emotional and cognitive skills. Language is used differently in different contexts, for different audiences, and changes over time. There are certain rules that must be adhered to, but they allow people to express themselves creatively. Every person expresses himself in a unique way.

The National Turkish language coverage and ranking and the Primary Years Program language scope ranking documents specified by the Ministry of National Education define the key expectations that are accepted as fundamental in language learning. Language development is about the acquisition and application of a range of skills and attitudes, as well as the understanding and use of language. Language consists of four intertwined skills: speaking, listening, reading and writing. Language skills can be further developed by challenging the student's level of comprehension and successful communication models. As there are different learning styles in learning a language, there are also different stages of development. Individual students will progress through different stages at their own pace. Developing a sense of trust as a communicator is important in everyone's language development.

Foreign Language - English

Exposure of students to languages other than their native language enables them to learn about other cultures, to love these cultures and to develop awareness of other views.

(Realizing the PYP - Curriculum Framework for International Primary Education Education, 2007)

They understand and value their own culture and personal stories, and are open to the

perspectives, values and traditions of other individuals and communities. They are used to researching and evaluating different views and are willing to grow with experience. (Realizing the PYP - Curriculum Framework for International Primary Education Education, 2007)

According to Turkish National Education Standards, all objectives in foreign language teaching are listed below:

- improving students' language skills of listening, reading, speaking and writing
- enabling students to communicate in that language
- developing positive attitudes towards language learning
- instilling pleasure in learning new languages.

English lessons start at the age of 3 at İSTEK Bilge Kağan Kindergarten and İSTEK Bilge Kağan Primary School. English lessons are available for our students of all ages. *As of the 2018-2019 Academic Year, a bilingual program under the name of Crossroads has been implemented by our English, classroom and branch teachers in 4-5, 5-6 and 1st grade groups. With this program, it is aimed to increase the interaction of students with English in a natural environment and to see this language as a means of communication and access to information.*

While the inquiry units are being processed, language objectives are determined in cooperation with the classroom and English teachers. Students participate in studies that support their language goals in bilingual environments.

Our school also supports its monolingual teachers by providing language courses and translations when necessary.

Elective German and Spanish as a Second Foreign Language

Our students 2-3-4. In our classes, they attend the second foreign language (German and Spanish) lessons of their choice, two lessons per week. The main goal of this course is; to improve students' language skills and to give them a love of learning new languages.

Students' exposure to languages other than their mother tongue; It enables them to develop an understanding of different cultures and to appreciate these cultures and to develop awareness of different perspectives. *(Making the PYP Happen - A Curriculum Framework for International Primary Education, 2007)*

In foreign language lessons, students learn a new language, as well as learn about English, German, Spanish-speaking countries and their cultures.

Thanks to their introduction to these languages and cultures at an early age, our students progress towards being open-minded individuals. They understand and appreciate their own



culture and history; They are open to different perspectives, values and traditions of individuals and societies. They gain the habit of trying to find different points of view and evaluating; they are willing to develop with this experience.

(Making the PYP Happen – A Curriculum Framework for International Primary Education, 2007)

Language related purposes:

Strong language skills include:

- expressing needs and feelings

Understanding other people's needs and feelings

- create meaning, reflect and understand the world
- acquire and share knowledge and skills about personal interests, enjoyment and scientific developments
- writing, song, composition etc. to express creativity

In line with the PYP, our aim is to develop students' knowledge, skills (learning approaches) and conceptual understanding and to ensure that they become individuals with the following characteristics and international mindedness in the long run:

Inquirer: They question language usage and structure. They use language to gain knowledge and make sense of the world around them.

Thinker: They can express their thoughts and ideas clearly.

Communicator: They can express themselves verbally or in writing in many different situations. They listen attentively and speak confidently and clearly. They read and understand different types of text. They write clearly and accurately, in an appropriate style.

Risk taker: Willing to read, write and speak in situations where they do not feel completely safe.

Knowledgeable: They have gained grammar and understanding in order to discuss language structures, text types, and literary styles.

Principled: They are aware that language is powerful and it must be used responsibly.

Responsible: They know that their use of language can affect others.

Open minded: They respect differences and similarities between languages, accents and communication preferences.

Balanced: They can express themselves verbally and in writing. They can read and understand different types of text and write for different audiences for different purposes.

Reflective: Reflects on his own language development and efforts to improve language competence.

Language Teaching Principles and Practices

We believe that students will be good communicators by:

1. Students participate in a range of activities in which they can be actively involved in listening, speaking, reading and writing.

We offer a range of teaching and assessment tasks in which students will actively create meaningful language rather than produce limited language structures. Students choose their own reading materials for enjoyment and research, and books to read to support their reading development.

2. Language curriculum is included in the whole school curriculum and language activities are meaningful and relevant.

Language elements such as text structure, grammar, spelling and vocabulary are taught in the context of the inquiry unit as much as possible and are relevant to the context in question.

3. Learning environment

a. it is positive, relaxed, supportive and encourages verbal communication.

We want to improve students' self-confidence by:

Positive feedback

Group and couple work activities

- presentation, role playing etc. provide opportunities for
- providing opportunities for discussion and debate

b. includes different sources; text style and rich in printing

- We work for a well-equipped school library that contains many different text-style books and

reading materials.

- We use technology in language learning.
- We use a range of teaching resources, including digital databases.

4. The students participate in the assessment and receive continuous feedback.

- We use portfolio, rubrics and reflection thinking to encourage self-assessment.
- We use a writing process that includes designing, revising and sharing our ideas as a means of developing reflective thinking and ideas.

5. Different language backgrounds are considered and evaluated.

- There are books in different languages (Turkish, English, German and Spanish) in our library. The library is also enriched for students whose mother tongue is different.
- We use international celebrations to be aware of different languages and gain knowledge.
- In order to cater to the needs of students, teachers change their teaching styles.

6. Language skills are taught with an integrated approach.

Students can use their language skills in different contexts in different contexts with the studies conducted within the scope of the inquiry program and the English - Turkish clubs offered at the school.

7. Developmental stages and differences in learning styles are taken into account.

We make changes to the tasks we set, with specific goals for individual students.

8. The teacher models effective communication strategies.

We model different reading and writing strategies, show how to speak and listen in different situations; we model the correct use of language elements; We present and explore a wide variety of literary and non-literary text types.

Club options offered in English are activities that are intertwined with art, literature and contemporary subjects. Students learn to use language in real life and begin to see English as a communication tool that can open doors for them in many other lessons.

Application:

Turkish Language Courses at İSTEK Private Bilge Kağan Kindergarten

One of the main goals of the kindergarten is to make students speak Turkish and express themselves.

Turkish language activities in kindergarten are carried out under the supervision of the teacher. Through these activities, students listen to other people's conversations and

participate in communication by providing appropriate responses.

Turkish language activities are programmed daily in kindergarten. These activities are planned so that students can use their voices and Turkish appropriately, express themselves verbally, understand social life, and realize their role in social life.

Turkish language activities include a wide variety of activities such as nursery rhymes, poetry, finger games, stories and dramas. Teachers provide support to ensure students are aware of their new vocabulary and use new words correctly in everyday conversations. Activities are carried out to improve students' speaking skills, vocabulary, articulation and pronunciation.

Turkish Language Courses at İSTEK Private Bilge Kağan Primary School

The Turkish language program, together with learning outcomes and well-planned activities, helps students to instill a love of learning Turkish, to develop awareness of language learning, to improve students' listening, speaking, reading and writing skills, to increase students' awareness of the richness of the language, and to make the language effective, aims to speak fluent and smooth.

With the Turkish Language Program, our school; strives for students to become individuals with the following characteristics:

- understand what he reads, sees, and listens,
- expressing feelings, thoughts and dreams,
- think critically and creatively,
- responsible and entrepreneurial,
- living in harmony with its environment,
- constantly questioning and interpreting events, situations and data with previous information and
- developed a sense of aesthetics,
- sensitive to national values.

In order to achieve the goals and learning outcomes, the allocation of the following course hours for Turkish lessons is expected by the Ministry of Education. In our school, language lessons are taught in the context of the transdisciplinary inquiry program, taking these weights into consideration.

- First, second and third grades- 10 hours a week
- Fourth grades - 6 hours a week

In the 2021-2022 academic year, 25 students from primary school and 9 students from kindergarten level are bilingual.

Multilingualism is a fact, a right and a resource for learning in İstek Bilge Kağan Kindergarten and İstek Bilge Kağan Primary School.

If we have a language student other than Turkish, our school offers these students the following opportunities:

- When necessary, additional lessons or after-school lessons are given to work with students in small groups or one-on-one.
- Students are given books, reading materials and worksheets according to their level.
- Thanks to the cooperation with the Parents and the Psychological Counseling and Guidance Department, an individual learning plan is prepared and implemented for each student.

Our school supports our foreign teachers with orientation activities and translation when necessary.

English at İSTEK Private Bilge Kağan Kindergarten and Primary School

At İSTEK Private Bilge Kağan Kindergarten and Primary School, our goal is to improve and enrich students' English skills by using IB PYP guides, Language Scope Ranking Documents, MEB regulations and European Language Framework. Our aim is to prepare each student to reach a reading readiness level that can be used internationally and meet the minimum standards of the Common European Framework.

PRIMARY SCHOOL

In İSTEK Bilge Kağan Primary School, our English program is given by teachers whose mother tongue is English and expert Turkish teachers who can make language learning meaningful and enjoyable. In the classroom, we encourage communication through a student-based system such as drama, music, dialogue, play, one-on-one and group work. Projects and portfolio studies are methods by which we constantly monitor the language development of our students. In addition, we try to create an environment so that English is used naturally so that it is a part of daily life. We take into account the different learning styles of children. We technologically improve classroom work by using tools such as electronic boards, tablets, and videos. We actively use web technologies. We offer our students rich learning environments with the digital platforms we use, and we carry this outside the classroom.

Lessons are planned with a student-centered, inquiry-based, constructivist approach. We

ensure that every student is actively involved and participating in the lessons. Since it is taken into consideration that there are students who learn in different ways in the classes, lesson plans are made in a way to support each student. Visuals, audio materials, written texts, kinesthetic activities are used in an integrated way to make learning fun and easy for each student.

In classrooms with bilingual students, additional material is used in accordance with the topics that will help the student to improve his or her own language level. Low language level students can also be found. In this case, different modification methods are used to support students. Grouping students in skill groups allows stronger students to progress at their own pace while the teacher deals with weaker groups. Strategic grouping enables strong students to help weak students towards a common goal. In higher grades, the extension system is used when one of our teachers takes a group of students who need extra practice and works separately with that group, helping this group progress at grade level while the rest of the class is in daily English class.

As of the 2018-2019 Academic Year, a bilingual program under the name of Crossroads has been implemented by our English, classroom and branch teachers in our 1st year groups. Our students in the first grade are included in a 13-hour English program linked to the school curriculum. With this program, it is aimed to increase the interaction of students with English in a natural environment and to see this language as a means of communication and access to information.

First graders receive 10 hours of English lessons per week in addition to our Crossroads program. Grades 2, 3 and 4 attend 12 hours of English lessons per week. In addition, students attend one of the German or Spanish classes they choose for 2 hours a week. Turkish English teachers and native English teachers work collaboratively to plan and teach lessons every week. The inquiry program is processed in Turkish - English.

KINDERGARTEN

We aim to give our children the foundation in English, which has become one of the most important skills to make them understand the world at their youngest age. In order to use a second language in addition to their own and to be able to think in this second language, the person should start working at the youngest age. In our kindergarten, students participate in an intensive English program with drama, music, play, story, puppet, different articles and picture cards from Turkish and foreign teachers. An English-speaking environment is provided by games and activities with foreign teachers. We provide opportunities to use

English and enjoy speaking.

As of the 2018-2019 Academic Year, a bilingual program under the name of Crossroads has been implemented by our English, classroom and branch teachers in our 4 year old, 5 year old and 1st year groups. With this program, it is aimed to increase the interaction of students with English in a natural environment and to see this language as a means of communication and access to information. Our students in the age group of 3 are included in a 13-hour English program linked to the school curriculum.

German and Spanish at İSTEK Bilge Kagan

Teaching German and Spanish, 2-3-4. It takes place as two elective lessons per week. We aim to improve speaking, writing, listening and reading skills in these languages as we do in English lessons. Modern technology and educational tools are used to improve our students' language and communication skills in the new language.

Resources:

Since every teacher in İSTEK Bilge Kağan Kindergarten and Primary School is defined as a language teacher, all of our teachers are an important source and model for the correct use of language.

Language Scope ranking sheets are actively used by the Pedagogical Leadership Team and all teachers.

Many resources that our students can access in Turkish and English are available in our school and classroom libraries. At the same time, the resources in the school library support the multilingualism and multiculturalism of our students. The librarian and the Pedagogical Leadership Team regularly carry out resource enrichment activities in the library every year. The library teacher and classroom teachers are responsible for monitoring students' access to a variety of resources.

There are many digital platforms in parallel with the age group offered to our students in our school. Information about the platforms used at the beginning of the year is shared with students and parents.

IBO PYP Language Scope and Ranking

IBO School Language Policy Development Guide

Realizing the PYP - Curriculum Framework for International Primary Education Education

Turkish Ministry of Education Language Guides

İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
LANGUAGE SUPPORT POLICY

At İSTEK Bilge Kağan Kindergarten and İSTEK Bilge Kağan Primary School, we respect the individuality of each child and evaluate the abilities and strengths they bring to the lesson.

Since it is taken into consideration that there are students who learn in different ways in the classes, lesson plans are made in a way to support each student. Images, sounds, written texts, kinesthetic activities are used in an integrated way to ensure that learning is engaging and challenging for every student to think.

Considering that each student can start the academic year at a different level, we differentiate the teaching in order to meet the different learning needs of the students and to help the development of all students throughout the year. Depending on the expected outcome, the type and complexity of the questions, group and pair work, extra teacher support, and time to complete the work, we can change for the students. Student-centered learning is the main structure in all of our lessons, with helpful methods such as group work, extra reading, classroom presentations and projects where the student can control their own learning.

Grouping students in skill groups allows students who have achieved the achievement to progress at their own pace while the teacher is interested in the groups that need to improve. Strategic grouping, on the other hand, helps students who have achieved an achievement to help students who need to develop in line with a common goal. Our year-round study program offers students the opportunity to work with their teachers individually or in small groups to achieve their classroom goals. Thus, we aim to ensure the maximum participation of each student.

In classrooms with bilingual students, additional materials and reading books selected according to their level are used in accordance with the subjects that will help the student to improve his / her own language level. We offer a two-week preparatory program for students who are not yet familiar with English and our school. These courses allow students to reach a functional level of language ability and are tailored to each student's individual needs.

Multilingualism is a fact, a right and a resource for learning in İSTEK Bilge Kağan

Kindergarten and İSTEK Bilge Kağan Primary School.

In the 2021-2022 academic year, 25 students from primary school and 9 students from kindergarten level are bilingual.

If we have students whose native language is other than Turkish, the school supports these students with:

- Additional lessons are planned when necessary to work with students in smaller groups.
- Students are given books, reading materials and worksheets according to their level.
- In cases where students are deemed to need support by teachers, after-school support classes are also organized.
- Thanks to the cooperation with the Parents and the Psychological Counseling and Guidance Department, an individual learning plan is prepared and implemented for each student.

PARTICIPANTS	PURPOSE	DATE
Language Policy Committee	Creating the first draft	June, 2016
Language Policy Committee	Revision of the document (Revision I)	September, 2016
Language Policy Committee	Revision of the document (Revision II)	January, 2017
Language Policy Committee	Revision of the document (Revision III)	April, 2017
Language Policy Committee	Revision of the document (Revision IV)	June, 2018
Language Policy Committee	Revision of the document (Revision V)	September, 2020
Language Policy Committee	Revision of the document (Revision VI)	August, 2021

**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
PSYCHOLOGICAL COUNSELING AND GUIDANCE POLICY**

With our school's Psychological Counseling and Guidance activities, it is aimed for our students to adapt to our school and the environment, to increase their school success by using their potential, to recognize and accept themselves and to develop positive relationships with their environment. Depending on the aim of creating a better and more

peaceful world for all humanity, our students; It is the basic understanding to contribute to the growth of individuals who are principled, acting with the feelings of honesty and justice in the face of the problems they face in daily life, sensitive to the needs of themselves and others, able to communicate effectively with their environment, respectful and tolerant towards different perspectives.

General Principles of Guidance

Volunteerism is essential in benefiting from guidance services.

Every individual has the freedom of choice.

Confidentiality is essential for individual problems.

Counseling services are carried out in cooperation.

Counseling services are open to all students.

Respect for individual differences is essential in guidance services.

How to Benefit from Guidance Services?

Guidance and Psychological Counseling profession is considered new in our country and it is known that this profession is still not well known. There are different opinions, beliefs and expectations in the society in general regarding the Guidance Services.

Counseling Services are recognized as a department where the person is diagnosed by testing. Counseling Department is not a department that tests and diagnoses students. The test is done only to evaluate the developmental state of the student and the student's parents are informed. No diagnosis is made, guidance is made for professional support if needed.

It is thought that the counseling department determines the intelligence level of the students. This is a very wrong belief. Intelligence tests are not applied by the counseling department. Intelligence tests are applied only according to the need, with the decision of experts and in clinical settings.

Counseling is thought to be a unit in which students' mental, artistic and sporting talents are discovered. The abilities of the students are determined only by the experts of the relevant field. Counselors only share their observations on this issue.

Counseling is thought to be a service where all students are met at regular intervals and feedback is given to families. Guidance interviews are planned only according to the need. Necessary information is shared with the relevant persons, according to the need. Guidance talks are means, not ends. When parents want to get information about their needs

or the development of their children, they personally apply to the guidance unit and request an interview.

Guidance; It is considered as a unit that detects and labels students' shortcomings and flaws, and some families avoid receiving guidance services. They may perceive the counseling services as a threat. However, it is the ethical responsibility of the counseling department to evaluate the developmental problems of the students, share them with relevant people and provide guidance. The information obtained is kept confidential and shared with the family and experts only for the benefit of the child.

"The classroom teacher and guidance counselor realize the areas that need to be supported in my child's development, they call me for a meeting." Share important information about your child's development that we need to know, without waiting for us to call for necessary interventions.

The counseling section is perceived as a unit that solves all problems and has a magic wand. The counseling department does not have a magic wand, all problems are solved in cooperation with the relevant people. The difficulties faced by the child during the growth and development process are helped to be minimized in cooperation with the teacher and family.

Psychological counseling and guidance department does not have any authority regarding diagnosis. Students are observed by their teachers and school counselors. The families of students who may need support are directed to support centers or experts. The Department of Psychological Counseling and Guidance cooperates with these centers and experts and, under the counseling of experts, helps to implement the necessary practices that will support the child in the school.

Counseling Services Support Areas

- Effective and efficient study methods
- Homework habit
- Emotional problems
- Childhood fears, anxiety and worries
- Family rules, communication within the family, parent attitudes, sibling jealousy
- Peer relationships and social skills
- Behavioral problems (lying, taking items without permission, etc.)
- Directing to specialist support (anger, behavioral problems, language and speech disorders, learning difficulties, attention deficit and hyperactivity, etc.)

Student Studies

- Facilitating the Adaptation Process of New Students to Our School
- Supporting Academic Development
- Interpersonal Relations and Communication Skills
- Studies for Developing Social Skills
- Attention and Visual Perception Studies
- Studies to Improve Creativity
- Routing Services

Class Counseling Studies

- Recognizing Emotions
- Attitudes and values
- Development of Self-Esteem

Social Skills and Friendship

- Communication Skills
- Courtesy and Manners
- Privacy and Body Security
- Cleaning and Hygiene
- Peer Bullying

Safe Internet Use

- Stress Management
- Pre-Adolescence and Development
- Second Step Program (Social-Emotional Skills Development and Violence Prevention Program)

Studies for Parents

- Consultancy and Guidance Services
- Monthly Educational Guidance Bulletins
- Parent Information Corners
- Parenting Seminars
- Guidance Talks

Studies for Teachers

- Teacher seminars

- Bulletins for Teachers
- Consulting Services

PARTICIPANTS	PURPOSE	DATE
Psychological Counseling and Guidance Committee	Creating the first draft	June, 2019
Psychological Counseling and Guidance Committee	Revision of the document (Revision I)	September, 2020
Psychological Counseling and Guidance Committee	Revision of the document (Revision II)	August, 2021

**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
SUPPORT PROGRAMS- SPECIAL EDUCATION NEEDS POLICY**

NATIONAL REQUIREMENTS:

The Pre-School and Primary Education Institutions Regulation include provisions in support of the legislation on special education. In the regulation, emphasis is given to the role of Counseling and Research Centers (CRC) in determining which children have special needs and to the importance of preparing Individualized Education Plans (IEP) for them.

According to the 11th article of the Pre-School and Primary Education Institutions Regulation, children referred to pre-primary and primary education institutions via a CRC report are registered in whichever school they wish, regardless of their home addresses.

SUPPORT PROGRAMS PRINCIPLES AND PRACTICES:

In the planning of İSTEK Bilge Kağan Kindergarten and Primary School education and training activities, the individual differences of each student are taken into account, the development needs of each student are determined, and it is aimed to raise them to the highest level of their potential. Differentiated education studies cover all our students, while planning the development of each student, the student's readiness level, learning styles,

learning speed, focus time and developmental level are taken into account. By determining the learning style of the student, the curriculum is differentiated to support their learning and realize their true potential.

The following criteria must be met for admission:

- The student must have developed self-care skills.
- The student should be able to express himself verbally.
- The student should not need physical support.
- Parents' promise to cooperate with the school administration throughout the year is included in the contract.

Psychological Counseling and Guidance Department has no authority regarding diagnosis. Students are observed by their teachers and school counselors. The families of students who may need support are directed to support centers or experts.

İSTEK Bilge Kağan Psychological Counseling and Guidance Department cooperates with these centers and experts and performs the necessary practices to support the child within the school under the consultancy of experts. The activities within the scope of the special support program for individual students are:

- Attention activities
- Activities to improve motor skills
- Team work Reading activities
- Writing activities
- Visual perception activities
- Social Skills activities etc.

DIFFERENTIATED TEACHING

In our school, differentiated education studies are carried out in the classrooms to support the development of our students who develop differently within their own capacities. While planning differentiated education studies, the student's level of readiness, learning styles, learning speed, focus time, and developmental level are taken into account. The learning style of the student is determined and the curriculum is differentiated in order to support their learning and realize their real potential.

It is aimed to realize the basic principles of differentiated teaching:

- ✓ Our main goal is to ensure that all students have equal and meaningful access to the curriculum.
- ✓ All teachers are involved in the planning of education for the efficiency and continuity of the learning.
- ✓ Education and training plans are differentiated according to the needs of the student.
- ✓ All students' interests are protected and their needs are best met.
- ✓ The school community and other authorities work effectively to remove barriers to learning and participation.
- ✓ An appropriate education is provided that gives all students the opportunity to realize their personal potential.
- ✓ Students with special education needs actively take part in the program with skill training, different strategies and teacher support.
- ✓ Unit planning, lesson planning and development process shows that all students benefit from differentiation.
- ✓ In differentiation, the goals and learning methods in a classroom are constantly reviewed and revised.
- ✓ In differentiation there are agreed goals for each student. The most effective strategies to achieve these goals are determined by the whole school community.

RESOURCES:

The Pre-School and Primary Education Institutions Regulation

Making the PYP happen: A curriculum framework for international primary education.

December 2009. Cardiff, UK. International Baccalaureate.

Meeting student learning diversity in the classroom. May 2013. Cardiff, UK. International Baccalaureate.

In addition to the work of the Guidance Department in the Kindergarten and Primary School, we have a classroom teacher who conducts one-to-one studies by organizing the differentiation activities in the primary school and taking the students who need support from the classes at appropriate times. At the same time, the teachers who think that the students need support, apart from the differentiation studies carried out in the classroom, can also meet with their students at the appropriate times. They organize individual studies with students. In addition, Primary school teachers also organize group studies in some days at the end of the day.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
Support Programs- Special Education Needs Policy Committee	Creating the first draft	September, 2016
Support Programs- Special Education Needs Policy Committee	Revision of the document (Revision I)	June, 2017
Support Programs- Special Education Needs Policy Committee	Revision of the document (Revision II)	September,2020
Support Programs- Special Education Needs Policy Committee	Revision of the document (Revision III)	September,2021
Support Programs- Special Education Needs Policy Committee	Revision of the document (Revision III)	January ,2022

İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL ACADEMIC INTEGRITY/ HONESTY POLICY

Today, the rapid development of technology has caused the rapid increase of knowledge. In this way, wise transportation is also getting easier. New information is produced from the information obtained from the sources. Our school has adopted the principles of academic integrity in order to protect the rights of those who produce the information regarding the use of this information. The academic integrity policy has been prepared by considering all physical and virtual spaces.

Our school has a respectful approach to the work of individuals and institutions. Students are aimed to produce original works. Complying with the principle of academic integrity/ honesty is the responsibility of the entire school community. Acting in accordance with the principle of

academic integrity/ honesty improves the attitudes of honesty and trust in educational processes, physical and virtual spaces. It contributes to the development of IB Learner Profile Attributes and International Mindedness.

Associating IB Learner Profile Attributes and Academic Integrity Policy:

As **inquirer** learners, we organize and interpret the data we collect during the research in accordance with academic honesty.

As **knowledgeable** learners, we develop the knowledge we have on any subject by linking it with the new knowledge it acquires.

As **thinkers**, we synthesize and filter the information to make the right decision on the information we have or have recently learned.

As **communicators**, we empathize with the information we learn as a result of our research, effectively and enthusiastically.

As **principled** learners, we are aware of the responsibility of our own behavior in the process of accessing information, not forgetting the concepts of honesty and justice. We respect Individuals and different groups.

As **open-minded** learners, we become aware of and respect our own culture and personal history in the process of accessing information. We are open to traditions and customs belonging to different communities.

As **caring learners**, we act sensitively and respectfully about the needs and feelings of people in the process of accessing information. We try to have a positive effect on others while conveying the information we have acquired.

As **risk-takers**, we act courageously with new tasks and ideas, and strive to discover new knowledge. We approach unusual situations with courage and thinking.

As **balanced** learners, we know the importance of mental, physical and emotional balance in order to ensure the well-being of others and ourselves in the process of acquiring and transferring information.

As **reflective learners**, we consider our experiences in our own learning processes, and we frequently evaluate our strengths and weaknesses to support our personal development.

This policy will include the following items for all units of the school:

1. Definition of improper behavior (co-operation contrary to academic integrity).
2. Guidance on the distinction between acceptable cooperation and unacceptable cooperation.
3. Outline of what to do in a situation contrary to academic integrity.

Incorrect behaviours:

It means that students unfairly benefit from their work that they prepared in school or out of school.

Incorrect behaviors include the following:

- Presenting a work which is done by somebody else
- To make an idea that is not their own, as their own
- Not to indicate fairly, the sources used in their studies
- Not to apply the rule of quotation

- Cheating in exams and class activities
- Bringing not allowed material to the exam
- Disturbing other students during the exam
- To exchange information during the examination

Acceptable cooperation:

Academic integrity rules can vary within arts. Acceptable cooperation; imitation, influence, modeling, etc. They are expected and appreciated student behaviors, provided that their source is stated. The course teachers clearly explain the limitations and methods of these behaviors to the students.

What actions are to be taken if there are transgressions:

Reminders are made to the student about the Academic Integrity Policy. When necessary, it is ensured that academic integrity is mentioned in the home environment by cooperating with the family and that our Academic Integrity Policy is reminded to the student.

The student is asked to revise the work whose academic integrity is inappropriate, to make an explanation and to prepare the work again or to apply the rules of quotation.

Those who make it a habit are given a verbal warning and their work is not evaluated.

Students who sign an *Academic Integrity Agreement (Appendix 2) also approve this situation.

Our teachers, students and parents behave towards the following principles.

Students;

- Give importance to original work.
- Undertake the responsibility to do their homework, do their homework themselves.
- Do not use the information received from the sources they use as it is, they generate new information from the information they use.
- Learn information literacy skills.
- Know using internet resources and evaluating internet sites.
- Respect the work of others.
- Do not make an idea that is not their own, as their own. They are honest and cite resources.
- Do not use other people's work without permission. They respect the work and effort of their friends.
- Indicate fairly, the sources used in their studies.
- Learn to prepare bibliography.
- Display respectful and honest behaviors to different perspectives.
- Use only their knowledge in exams.

Teachers;

- Adopt the principles of academic integrity/ honesty and raise awareness of their students on this issue.
- Present their own unique products - creating and sharing their work.
- Ask students to indicate the sources used in their studies.
- Do not use materials such as books and DVDs produced illegally.
- Behave consistently and equally towards their students.
- Share the information of the resources used in his studies or lessons.

Parents;

- Support the child to indicate the sources used while preparing his homework and to produce new information.
- Do not do their child's homework for him / her. They just guide.

THE LINKS OF ACADEMIC INTEGRITY/ HONESTY POLICY WITH OTHER POLICIES

The Connection of Academic Integrity/ Honest Policy with Language Policy: To be able to use verbal, visual and written language effectively in the learning process; The language we use in referencing when citing sources, conformity to spelling and spelling rules, correct and proper expressions are important in terms of academic honesty and language policies.

The Connection of the Academic Integrity/ Honest Policy with the Assessment and Evaluation Policy: It is important that the assessment-evaluation and self-evaluation practices performed after any study are correct, and to behave honestly during self-evaluation. Students and teachers evaluate the weaknesses and strengths of the relevant study in a complete, accurate and ethical manner in the assessment and evaluation stages.

The Connection of Academic Integrity/ Honest Policy with Behavior Policy: Students value information in accessing, learning and research processes, respect those who share information, and respect differences in their own and others' thoughts. They are respectful when sharing their knowledge in different ways.

The Connection of Academic Integrity/ Honest Policy with School Admission Policy: During the admission process, parents and students are informed of the school's academic

honesty policy, philosophy, principles and responsibilities.

The Connection of the Academic Integrity/ Honesty Policy with the Special Education Needs Policy: Every student needs to learn, regardless of academic honesty, and teachers work individually with special needs students when necessary. They support them in expressing themselves, their work, assignments and resources honestly.

APPENDIX 1: İSTEK BİLGE KAĞAN KINDERGARTEN AND PRIMARY SCHOOL REFERENCE RULES

GOOD PRACTICES:

GRADES	REFERENCE CRITERIA						
	VERBAL EXPRESSION	BOOK, PRINTED PUBLICATION				MAGAZINE, PERIODICAL PUBLICATION	INTERNET WEB ADDRESSES
		NAME OF THE BOOK	NAME OF THE AUTHOR	PAGE NUMBER	PUBLISHER		
KINDERGARTEN (YEARS 4-5-6)	√						
1ST GRADE	√	√				√	√
2ND GRADE		√	√			√	√
3RD GRADE		√	√	√		√	√
4TH GRADE		√	√	√	√	√	√

EXAMPLES

VERBAL EXPRESSION Example:

"My mother said there is vitamin C in oranges and tangerines." Bibliography: Anne (Nazife Erdemirli)

"Language is the organ of taste from our five senses." Bibliography: Peppe cartoon

BOOK OR PRINTED PUBLICATION (If used, web address will be specified) Example:

1st GRADES: KIRMIZI DENİZYILDIZI

2. GRADES: ,KIRMIZI DENIZYILDIZI, CEREN KERİMOĞLU

3. GRADES: KIRMIZI DENİZYILDIZI, CEREN KERİMOĞLU, Pages: 32-33

4. GRADES: KIRMIZI DENİZYILDIZI, CEREN KERİMOĞLU, Pages: 32-33, Elma Yayınevi
MAGAZINE- PERIOD

Example: Bilim Çocuk

ELECTRONIC RESOURCES -WEB ADDRESS (If used, web address will be specified)

Example: www.cevreciyiz.com

SOUND AND VIDEO

Example: Lakisov, Viktor. Hero Duck. 2016. A Movie. Animation.

PICTURE AND PHOTOGRAPHY

Example: Güran, Nazmi Ziya. Nusretiye Mosque. 1928. Oil Painting. Painting and Sculpture
Museum. Ankara

APPENDIX 2: İSTEK BİLGE KAĞAN PRIMARY SCHOOL ACADEMIC INTEGRITY AGREEMENT

I will make an effort myself to do the assigned assignments and studies. I will respect my friends' work and will not take their work without permission. I will state this in the bibliography section when I get help from any place (parent, book, magazine, website) about my work and homework. I will not make a work belonging to my family or someone else pretend to be my own work.

I have read and understood the principles of Istek Bilge Kagan Schools Academic Integrity Policy. I agree that if I do not adhere to the Principles of Academic Integrity, my work will not be evaluated and I will receive verbal warnings.

Student's Name and Surname:

Class:

History:

Signature:

Academic integrity/ honesty agreement can also be shared with students through online environments.

RESOURCES:

The informative presentation titled 'Academic Integrity', prepared by the Academic Integrity/ Honesty Policy commission at the beginning of the year and shared by all classroom teachers with students, constitutes the first step in the implementation of this policy every year.

The entire school community, especially the Academic Integrity/ Honesty Policy Committee Members and the librarian has a say in the implementation and development of the Academic Integrity/ Honesty Policy.

In the given research studies, specifying the bibliography, mentioning the source of the information, comparing different sources with each other in the written and oral sharing times about the books read is a questioning process in which the teachers are a model.

As in all the policy documents it prepares, the School considers IB principles, program standards and practices when creating its Academic Integrity Policy.

Academic Integrity. July 2011. Cardiff, UK. International Baccalaureate.

Making the PYP happen: A curriculum framework for international primary education. December 2009. Cardiff, UK. International Baccalaureate.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
Academic Integrity/Honesty Policy Committee	Creating the first draft	September, 2016
Academic Integrity /Honesty Policy Committee	Revision of the document (Revision I)	June, 2017
Academic Integrity / Honest Policy Committee	Revision of the document (Revision II)	September, 2020
Academic Integrity / Honest Policy Committee	Revision of the document (Revision IV)	August,2021
Academic Integrity / Honest Policy Committee	Revision of the document (Revision IIV)	January,2022

**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
INFORMATION TECHNOLOGIES POLICY**

Philosophy

At the center of the Information Technologies course, the curriculum, which generally progresses in the framework of coding and robotics, includes the main technological tools; It includes the necessary algorithm and coding logic for word and presentation processors, 2-dimensional and 3-dimensional drawing tools, programs with artificial intelligence and robots. All contents include a curriculum suitable for the PYP Program. In İSTEK Bilge Kağan Schools, there is an IT course for each grade level. These courses aim to teach basic IT skills and ensure that technology is integrated into the PYP curriculum. From this point of view, İSTEK Bilge Kağan Schools aims to prepare students for the future as individuals who have 21st century skills, research, reach the right information, and use technology effectively in line with its purpose. All teachers are responsible for integrating IT into their lessons in a meaningful way. In this process, IT teachers provide support for web 2.0 tools and coordinate teachers' integration of technology in their lessons.

Advantages of IT

- IT enhances students' learning in the curriculum.
- IT offers students learning and teaching experiences.
- IT provides tools for the development of students' creativity.
- IT can motivate students.
- IT can empower students, develop their self-esteem and encourage positive attitudes towards learning.
- IT improves access for students with learning disabilities.
- IT offers the potential for effective group work and participatory learning.
- IT supports different types of Learner.

IT Usage Strategies

- Students actively use technology as a tool rather than passively obtaining information from technology.
- Students use technology tools to collaborate with others in addition to individual work.
- Students use technology tools to connect learning activities to the world beyond the educational setting.
- Each class in primary school takes one IT lesson every week.
- All teachers are responsible for integrating IT into their lessons in a meaningful way. The IT teacher coordinates this process.
- IT is planned and delivered as an integral part of every curriculum to support and enrich every child's learning.
- All students are given equal access opportunities through the use of carefully considered IT resources.

Acceptable Use

Teacher Responsibilities

- Responsible for the establishment and implementation of IT policy.
- Responsible for monitoring, control and use of IT equipment.
- Students and teachers will not be allowed to use IT labs without supervision.
- Teachers will be able to access students' accounts when deemed necessary.
- The resources used in IT lessons will be education-oriented.
- Will try to integrate all teachers and technology into the curriculum.
- Teachers will provide technical support and assistance to students whenever possible.

Student Responsibilities

- Students should not share their passwords with others.
- Students should not access someone else's account without permission.
- Students should notify the teacher if they suspect that someone has hacked into their account.

- Students should log out of their sessions when the lesson is over.
- Activities in the Information Technologies course should be saved when completed and closed before leaving the course.
- Students should not delete or change any settings on the computer.
- If problems arise, a teacher or technician should be notified.

How to Show Learner Profile Characteristics to Become Responsible Digital Citizens?

To become a responsible digital citizen, you demonstrate that you are Investigator-Questioner, Knowledgeable and Thinker by:

- To acquire the IT skills necessary to use existing online services;
- To have information on a subject and to share what they know. Contributing to knowledge that has value for other members of the group. Supporting their thoughts with facts and reliable sources;
- Carefully consider how you present concepts, ideas and issues of local and global significance;
- To keep posts related to the purposes of the groups you are a member of.
- Act as a mature, knowledgeable member of the IB learning community and reflect this in style, content and interactions.

To become a responsible digital citizen, you show that you are a Communicator by:

- Cooperating with others effectively and willingly. If you have difficulty understanding a discussion post, write a message asking for clarification;
 - Using language that is clearly understood and sensitive to various cultures;
 - Communicating only with people in groups you are a member of and people you accept as friends. Do not accept invitations to friends from people you do not know;
- Follow social rules in your posts. Please pay attention to the use of capital letters and multiple exclamation marks, as some people perceive such usage as a shout. Be wary of humor and sarcasm because both can be misunderstood online;
- Reviewing discussion posts before submitting your own writing to avoid duplication;
- Checking for typos before submitting what you have written. All posts have a spelling checker. Also, try to use abbreviations to a minimum (like LOL for "laughing out loud").

To be a responsible digital citizen, you show that you are Principled by:

- To show ethical behavior towards others with a strong sense of justice,

Respect for justice and dignity for other individuals and their opinions;

- Keeping personal information confidential (e.g. not sharing contact details, e-mail addresses, details about family or friends);
- Keeping passwords confidential by not choosing ones that are easy to guess such as “password 1” and not sharing passwords with anyone;
- Requesting the permission of people in photos or videos before posting;
- Be aware that internet access may be slower in some parts of the world when you send large files (e.g. images, video);
- Indicate the source of information from copyrighted material (e.g. text, images, and media);
- Immediately report information that you consider unacceptable or offending you to the person responsible for your group.

To become a responsible digital citizen, you demonstrate your Open mind by:

- Share your own views so that other members of the group can become more aware and respond to your posts;
- Carefully consider the views, values and traditions of other individuals;
- Be aware that the ideas shared by others may not apply to you, and exposure to other views is part of the learning experience.

To be a responsible digital citizen, you demonstrate your Responsiveness by:

- Show empathy, compassion, and respect for others' feelings in your posts;
- Be respectful and considerate of each other. Before making a comment, ask yourself if you can make the same comment against someone's face.
- Suggest to fix an error in a post.

To be a responsible digital citizen, you demonstrate that you are Risk Takers by:

- Communicate with courage and hunches.
- Explore new roles (e.g. forming a group), new ideas and strategies to take advantage of the Internet
- Defend your views with factual information, not feelings.

To be a responsible digital citizen, you show that you are Balanced by:

- Realize that a balance is required in various views, the diversity of views foster a broader perspective and understanding.

To become a responsible digital citizen, you show that you are a Reflective Thinker by:

- Share only content that interests them with a group.

- Consider cultural diversity. Re-read what you wrote before clicking "submit" to make sure they won't be misinterpreted
- Be respectful of others' views, understanding that there may be a variety of opinions. Before making a comment, ask yourself if you can make the same comment against that person's face.
- If you find a discussion post offensive or do not understand, ask for clarification before responding with your own opinion;
- Keep in mind that anything inappropriate in a classroom is also inappropriate online.

Resources :

- Role of IT; IBO Documents
- IBVC, Digital Citizens and IB Learner Profile

PARTICIPANTS	PURPOSE	DATE
iSTEK Schools Information Technologies Teachers	Creating the first draft	June, 2019
Information Technologies Policy Committee	Revision of the document (Revision I)	September, 2020

**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL**

BEHAVIOR POLICY

PHILOSOPHY

The basis of our school's behavior policy is that our students take responsibility for their behavior, reflect on, question and make correct decisions and take actions. The IB learner profile is an indispensable element of our behavioral policy, because international mindedness, local and international values guide students' all life experiences at school and beyond, contributing to their understanding, developing and maintaining good relationships with others, and maintaining an active and healthy life. In addition, the Second Step-Second

Step Social Emotional Skills Development Program supports our behavior policy in acquiring these skills and creating a positive school climate.

The relationship between rights and responsibilities plays a key role in the behavior we expect from their students. The main purpose of our behavior policy is to make our students think about their rights, be aware of their own and others' rights, and be aware of the responsibilities of their behavior. In this regard, it is important for our students to be sensitive and sensitive to the rights and needs of people, to be able to evaluate their strengths and limits, and to take initiative by thinking critically.

It is the responsibility of all teachers to support the personal, social and physical development of students. Students are guided so that they can develop positive attitudes and behaviors, make healthy lifestyle choices, and serve as responsible and respected individuals in the society. The behavior policy has been prepared by considering all physical and virtual spaces.

LINKING THE IB LEARN PROFILE AND THE BEHAVIOR POLICY

İSTEK Bilge Kağan Kindergarten-Primary School Behavior Policy covers not only school students but also the whole school community and their parents. It is important that our students and the whole school community adopt and internalize the behaviors in this policy in the light of IB learner profile attributes and international mindedness.

We know that we are responsible for our behavior as investigative and **inquirers**, we think and make decisions about our behavior and actions.

We think about our responsibilities and actions related to our behavior as **thinkers**. We take initiative in our decisions regarding our behavior.

As **knowledgeable** individuals, we have knowledge and understanding of our behavior and responsibilities, and we regulate our behavior accordingly.

As **communicators**, we express ourselves freely and use communication skills effectively. We behave respectfully when communicating with others and trying to solve our problems.

As **principled individuals**, we take on the consequences of our own behavior and their

responsibility, and act principled.

As **open-minded individuals**, we know the importance of respecting different cultures, values, opinions and individual differences and behave tolerantly.

As **caring individuals**, we treat people's (all living things) needs and feelings with respect. By putting ourselves in other people's shoes with our behavior, we are sensitive to understanding their feelings.

As **risk-takers**, we think of new strategies and ideas about our behavior. We display a problem solving, patient and creative attitude when faced with difficulties.

As **balanced** individuals, we are aware that we interact with people and the environment while regulating our behavior. We know that while exhibiting our behaviors affect the peace and happiness (well-being) of ourselves and others, we display a responsible and balanced attitude.

As individuals who are **reflective**, we evaluate our behavior and draw conclusions from our experiences. We organize our behavior with what we learn from our experience and our own ideas.

PRINCIPLES

"Respect" is the basis in the school behavior policy.

Everyone has a responsibility to respect themselves, others, differences and needs.

Kindergarten-Primary school behavior policy is shared with the whole school community and parents at the beginning of the year.

Students, parents and the whole school community know their rights and responsibilities in the school's behavior policy.

It is the responsibility of the whole school community to create a safe and peaceful environment and to maintain this throughout the school year.

Positive and courteous language is used when communicating.

RIGHTS AND RESPONSIBILITIES



The whole school community takes responsibility for the establishment, implementation and maintenance of the behavior policy. The school community consists of academic staff, students and parents.

Academic Staff: Administrators, PYP coordinator, and all teachers ensure the preparation, execution, continuity, supervision and follow-up of the behavior policy.

Parents: Takes responsibility for supporting and following school policy and philosophy in the home environment.

Student: Takes the necessary responsibility within the framework of the school behavior policy, reflects on his behavior and makes self-evaluation.

Although this policy includes rights and responsibilities that concern the whole school community, it is essentially to regulate the behavior of PYP students and to guide them to develop behaviors that are appropriate for their IB learner profile.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities Regarding Learning

All students have an equal right to learn, therefore the responsibility to respect the learning process; everyone has the right to learn, teach and express themselves without any interference.

Arriving at school on time and being ready to learn,

Following the instructions in the classroom,

To comply with common decisions within the classroom,

Engaging in learning and making an effort to learn,

To demonstrate appropriate behavior inside and outside the classroom to be respectful of other learners.

Student's Rights and Responsibilities

We must respect the learning process of both ourselves and others. We all have a responsibility to respect our individual differences.

To respect everyone's ideas and learning process,
To organize my own actions,
To behave in harmony with the school community,
To protect my personal hygiene and health.

My Rights and Responsibilities Regarding Others

The whole school community has a responsibility to treat everyone equally and to respect everyone's personalities, ideas, feelings and cultures.

Talking and behaving in a polite and respectful manner with everyone inside and outside the school,
Respecting the feelings of others and maintaining personal distance with others,
To be both tolerant and respectful to all personal and cultural differences.
Respect for the whole school community (administrators, teachers, staff, school-family partnership, classmates etc.).

My Rights and Responsibilities Regarding School and My Own Items

Students have the right to feel safe that the whole school community and their belongings are protected.

Protecting my school belongings, my friends' belongings and my own stuff,
Using my friends' belongings with their respectful permission,
Notifying people who damage school belongings to authorized persons.

For all these behaviors stated above, the students of İSTEK Bilge Kağan Kindergarten and Primary School, in all common areas of the school, have the responsibilities of obeying in the classroom, playground, service and cafeteria. Each of the students of İSTEK Bilge Kağan Kindergarten and Primary School is aware of the responsibility of their own behavior. When students do not fulfill their responsibilities, the family and school community have a responsibility to adhere to all policies and procedures outlined here.

At the beginning of the year, all PYP teachers and students have the responsibility to determine the joint decisions of the classes and the common areas of the school. There is a responsibility for families to be informed and included in all these joint decisions taken at school.

Note: Common decisions made within the framework of the “calm school” practice.

Note: It is important that all of our students are agents in decision- making process.

PLACES	RIGHTS	RESPONSIBILITIES OF PYP STUDENTS
Classrooms	Everyone has the right to feel safe and respected in the classroom.	<p>Students follow the classroom agreements.</p> <p>Students are caring and respectful to other’s feelings and needs, put themselves in other people’s shoes.</p> <p>Students protect classroom items and pay attention to their use.</p> <p>Students use polite and gentle language in communicating with teachers and friends.</p> <p>Everyone respects others' right to listen and learn.</p> <p>Everyone respects others' dignity.</p> <p>Students act with feelings of honesty and justice.</p>

Corridors	Everyone has the right to feel safe and respected in the corridors.	Students walk quietly and sequentially, in an orderly manner in transitions between spaces (workshops, dining hall, etc.). They move quietly and responsibly in the corridors when there is a lesson in the classrooms.
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Dining hall	Students have the right to eat in a peaceful place.	<p>Students wash their hands before and after the meals.</p> <p>They move and act calmly in the dining hall.</p> <p>They follow the table manners.</p> <p>They use the dining hall and tables cleanly.</p> <p>After eating in dining hall, they put the chairs in place.</p> <p>In the dining hall, every class and student eat at its own tables.</p>
Conference hall	Students have the right to listen, learn and wonder. They have the right to watch, listen, learn and enjoy the presentations and shows.	<p>They move in order at the conference hall entrance and exit.</p> <p>They sit quietly during the presentations.</p> <p>They respect speakers, demonstrators and all audiences.</p> <p>They focus on the presentations.</p> <p>They do not eat or drink during the presentations.</p>
Playground	Students have the right to play in the playground with cooperation, respect and tolerance.	<p>Students play in the specified areas and stay within the specified limits.</p> <p>They use, protect and respect the items in the playgrounds.</p> <p>They behave principled and respectfully in games and competitions. They are caring for the other's feelings.</p> <p>They participate in the games.</p>
Service bus	Students have the right to travel safely and peacefully.	<p>Students respect everyone's right to travel safely and quietly.</p> <p>They are polite towards the bus driver, service hostess and other students.</p> <p>They follow the agreements.</p> <p>They speak silently.</p> <p>They sit in the allocated place and put on the seat belts.</p>

PROCEDURE AND APPLICATIONS

Certain procedures applied when students do not fulfill the responsibilities expected of them and do not follow common decisions. These procedures are consistent with our school's philosophy and all school policies.

Our aim is to protect the rights of everyone, to provide a safe learning environment and to create a school climate where there is healthy communication. To raise individuals who are sensitive, principled, self-disciplined, questioning their behaviors and thinking alternately, and put themselves in the shoes of others. To create an environment where students can realize themselves freely and with intrinsic motivation through respect for themselves, the individuals around them and the whole school community prioritizes recognizing their age-appropriate responsibilities and the rights of others.

In this direction, in our school; Behavior improvement policy based on prevention and problem solving approaches in terms of creating a healthy school society; it is implemented within the framework of student-teacher-school management-parents cooperation.

When students protect themselves and each other's rights and responsibilities, under the guidance of all teachers, it is ensured that they reflect on their behavior, set behavioral goals, make healthy decisions and take action. In cases where students frequently fail to comply with the common decisions of the school and show resistance, certain procedures are applied and followed by the academic and administrative staff. This procedure is followed by the following steps:

STEP 1: Individual Interview

The teacher helps the student to reflect on and question the cause and consequences of his behavior, using positive language, appropriate to his age and psychological state. Supports the student to find positive behaviors by making healthy choices.

If the behavior continues, the "Behavior Improvement Form" (Appendix 1) is used. It enables the student to understand the purpose and function of the form. Students are expected to take on their responsibilities by displaying a disciplined, reassuring and protective attitude.

* If the behavior is harming someone else's physical health or affecting the student's daily life and psychology, the family is informed and invited to cooperate.

* **(Primary School)** At this stage, if a friend is physically harmed or has committed a dangerous behavior, a school community service is assigned to improve this behavior.

STEP 2: Counseling Meeting

The school guidance teacher / psychologist talks with the student about the cause and consequences of his behavior. It tries to find the underlying reasons for the behavior (guides to finding the causes). Necessary studies (play, painting, drama, classroom observation, etc.) carried out with the student and the student observed.

STEP 3: PDR - Teacher - Parent collaboration

If the behavior observed frequently and the student has difficulty in taking responsibility for his / her behavior, the family interviewed in cooperation with the teacher and the guidance department. The family informed about the process and invited to cooperate.

STEP 4: Referral to Expert

In cases where the work carried out by the school counselor / psychologist, classroom teacher and family needs to be supported, the family is directed to expert support for professional help.

Expert follow-up and school-family cooperation maintained.

STEP 5: School Administration-Parent-PDR Interview

(Kindergarten) In cases where the family does not continue with expert support and the student's behaviors provide continuity, the school administration, the school psychologist and the family interviewed. The family informed again about the necessity of professional support for the development of the student and invited to cooperation.

(Primary School) If the unexpected behavior of the student continues despite the cooperation of the family, the school administration conducts an individual meeting with the student. The parent informed about the situation; is again invited to cooperation and expert support.

STEP 6: (Primary School) Referral to School Community Service



In case the unexpected behavior of the student is constantly observed and becomes disruptive to the school community; School community service tasks are assigned to improve the student's behavior and parents are informed. School community services support the individual and social development of the student.

Community service tasks related to the thing that causes negative behavior or the environment in which it occurs are given in order to provide a change in behavior in the student. For example; Students who act against the canteen rules can help serve afternoon breakfast or help organize the books in the library when they do not comply with the library rules. If it harms someone else's physical health, the student is encouraged to prepare a study that includes creative techniques (poster, presentation, book preparation, picture, etc.) to understand the result of this behavior and discover positive behavior and present it to the relevant teacher. In case the student damages or loses school materials, belongings of his / her friends, library resources, the cost of the damaged items will be covered by the student's parents.

Note: Arrangements are made to protect and support the well-being of students during the online education process.

LINKS OF THE CONDUCT POLICY WITH OTHER POLICIES

The Connection of the Behavior Policy with the Language Policy: Learning verbal, visual and written language and using it effectively and respectfully in the academic and social life of the school are important in terms of behavior and language policies.

The Connection of Behavior Policy with the Assessment and Evaluation Policy: It is important that the assessment-evaluation and self-evaluation practices performed after all kinds of behaviors are correct, and that it is honest during self-evaluation. Students and teachers evaluate the weaknesses and strengths of the relevant behaviors in a complete, accurate and ethical manner in the assessment and evaluation stages.

The Relationship of the Behavior Policy with the Academic Integrity/ Honesty Policy: Students value information in accessing, learning and research processes, respect those who share the information, and respect the differences in their own and others' thoughts. They are respectful when sharing the information they acquire in different ways and they show all these with the behavior they display.

The Relationship of the Behavior Policy with the School Admission Policy: During the admission process, parents and students are informed about the behavior policy, philosophy, principles, procedures and practices.

The Relationship of the Behavior Policy with the Special Education Needs Policy: In order to manage the behaviors within the scope of students who need special education, the whole school community takes joint decisions and implements on an individual basis if necessary, in cooperation.

RESOURCES:

In İSTEK Private Bilge Kağan Kindergarten and Primary School, the entire school community is a model and resource for demonstrating desired behaviors.

Pedagogical Leadership Team, Guidance Unit and all teachers become role models in displaying correct behaviors.

Our school acts in direct cooperation with families during the implementation of the behavior policy.

The 'Second Step' support program, which we implement in our school, also has an effect on creating a peaceful learning environment and increasing desired behaviors.

Policy Commissioners and the Guidance Unit play an active role in the implementation and development of the behavior policy. By regularly following the innovations in education and behavioral processes in the world, they ensure that the school behavior policy is compatible with current pedagogical approaches.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	PURPOSE	DATE
Behavior Policy Committee	Creating the first draft	September, 2016
Behavior Policy Committee	Revision of the document (Revision I)	June, 2017
Behavior Policy Committee	Revision of the document (Revision II)	June, 2018
Behavior Policy Committee	Revision of the document (Revision III)	September, 2020

Behavior Policy Committee	Revision of the document (Revision IV)	August,2021
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**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
HOME STUDIES POLICY**

Our school's homework policy is supporting our goal of raising individuals who take responsibility for their choices by making our students research, question.

Features of Effective Home Study

- meaningful and relevant

Carefully planned to avoid student overload

- clearly explained by the teacher and understood by the students
- differentiated when necessary in order to meet the different learning needs of students
- revised on time adjustment

In the distance education process, homework control will be possible by using the "classroom" platform.

Homework isn't limited to just pen and paper work. To practice, it also includes observation, repetition, interviewing, research, PYP Learner Profile features, key concepts, and studies supporting learning approaches.

* Being careful to ensure that the given homework is in line with International Consciousness.

Types of Homework Given

The times stated below are the times stipulated for each grade level and are It can change. If your child regularly does home work within the prescribed time If it is difficult to do, contact your child's teacher for support and advice.

Type of homework	Definition	Purpose
Completion work	Works started in the classroom and completed at home	Helping students to keep up-to-date with the curriculum
Practice work	Works that ensure the repetition and reinforcement of the concepts and skills learned in the school	Helping students develop newly acquired skills and consolidate new concepts
Preparatory work	Works that prepare students for a new learning or an upcoming assessment	Ensuring that students gather the information needed to prepare for learning and prepare for

		tests, presentations and performances
Projects and extensive homework	Works that enable to explore the learning process in new contexts and expand the scope of learning taking place in the classroom	Encouraging students to solve problems and think creatively and critically

Primary School: Researches are carried out regularly, daily or individually, with student success indicating a very strong link between readings. At these levels, homework is mostly used in reading, playing, discussing, listening, watching, and modeling with family. It includes interactive activities such as cooking. Later on, home work begins to transform into forms that require independent work

Responsibilities of the School Administrator

- Transmits the homework policy to parents.
- Supervises the implementation of the policy.
- Follows students who are constantly having problems with housework.

Teacher's Responsibilities

- Gives home work in accordance with the times specified for each grade level.
- Explains the purpose of the study in a clear and understandable way to the students and gives the necessary direction.
- Writes the work on the board and gives the student time to record.
- Informs the student about when the work should be delivered.
- Evaluates the work according to their quality and completion rate.
- Informs the student about the results he will encounter when he submits his work incompletely or late.
- Informs parents about undelivered or incomplete studies.

After the homework control, feedback is given about the homework done by the student.

- The feedback to be given to the student can be verbal, written, or in the form of comments on Classroom. The content of this can be in the form of identifying and specifying two positive aspects that need improvement.
- The teacher provides clear and understandable feedback on the student's ability to improve. (Supporting and understandable sentences such as “You wrote by paying attention to the direction of the letters and fitting them into the line” are used.)
- Positive language is used in feedback. Lectures that support and encourage learning are included.
- If the student does not do the homework given regularly, the reasons are questioned and cooperation is made with the student, parent and guidance unit.

Parent's Responsibilities

- Sets a time frame for home study and provides a quiet place for the student to study at that time.
- Provides the student with all the materials needed for his work.
- Encourages the student to read regularly and from different materials (book, newspaper, magazine, brochure, etc.) every day.
- Supports student's work if necessary. It does not replace the student or say the answers.
- Shows that he is interested in the learning process by talking to the student about his day at school.
- It limits the times of television and "technology" (computer game, etc.).

Student's Responsibilities

- Takes notes on the given work.
- It completes its work as expected.
- Works independently, only asks for help when necessary.
- Delivers its work on time.
- Knows the results that will be faced when he submits his work incompletely or late.
- He plans his time well.
- She regularly reads alone or with a family member every day.

**İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN
İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL
INCLUSION POLICY**

PHILOSOPHY

The basis of the İSTEK Kindergarten and Primary Schools inclusion policy in line with the IB guiding principles, is that our educational processes are based on gender, ethnicity, language, religion, place of residence, health status, socio-economic status, etc. It is a process that requires all children to be reorganized to meet their own needs, regardless of their characteristics or conditions.

Our schools offer equal learning opportunities to students of all levels, taking into account their individual differences, and their different physical and virtual spaces. In this direction, the entire school community benefits from the IB learner profile. It is believed that raising internationally minded individuals is directly related to the principle of inclusiveness.

NATIONAL - INTERNATIONAL LEGAL REQUIREMENTS

Constitution of the Turkish Republic;

Third part

Social and Economic Rights and Duties

II. The right and duty to education and training

Article 42 – No one can be deprived of the right to education.

The scope of the right to education shall be determined by law and regulation.

Second part

IX. Freedom of science and art Article 27 – Everyone has the right to freely learn and teach science and art, to explain, to disseminate and to do all kinds of research in these fields.

In line with the Fundamental Principles of the Turkish National Education;

I – Generality and equality: (1)

Article 4 – Educational institutions are open to everyone regardless of language, race, gender, disability and religion.

No one person, family, group or class shall be granted privilege.

V – Equality of opportunity:

Article 8 – Equality of opportunity is provided to all men and women in education.

Special measures are taken to raise children in need of special education and protection.

The Pre-School and Primary Education Institutions Regulation include provisions in support of the legislation on special education. In both regulations, emphasis is given to the role of Counseling and Research Centers (CRC) in determining which children have special needs and to the importance of preparing Individualized Education Plans (IEP) for them. According to the 11th article of the Pre-School and Primary Education Institutions Regulation, children referred to pre-primary and primary education institutions via a CRC report are registered in whichever school they wish, regardless of their home addresses.

UNESCO (2005) definition of inclusive education:

“Inclusive education is the process of responding to the diverse needs of all learners, cultures and communities by increasing participation in learning and reducing discrimination within the education system. This process encompasses important changes in content, approach, structure and strategies, with the shared vision of all children of the learning age and the belief that educating all children is the responsibility of the states. ”

United Nations Sustainable Development Goals (2015) goal 4. Unless Quality Education

is equal for all, especially the most vulnerable and socially excluded groups are not considered equal unless they are included in the process.

Articles 23 and 28 of the **Convention on the Rights of the Child:**

Article 23: States Parties recognize that children with mental or physical disabilities should have a full life in conditions that ensure their dignity, develop their self-esteem and facilitate their active participation in social life.

Article 28 (1) States Parties recognize the right of the child to education and the view is that this right should be realized gradually on the basis of equal opportunity.

GOAL

It is to provide an educational environment that is accepted and supported by the whole school community, can communicate, support their development in line with their needs, and enable them to reach the highest level of academic knowledge and skills with a differentiated education curriculum for students with different development and normal development. The well-being of all students are targeted by this inclusion policy.

RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY:

Well-being, quality education, being able to express oneself in the program, having individual differences, being "agent" in their own learning are indisputably the most natural right of all our students and the whole school community.

All students between the ages of 3-11 who apply to the school have the right to have education in line with the "Requirements of the Admission Policy". Focusing on the individual differences of our students, they have the right to develop their own language, use their own language and learn Turkish, the main language of instruction of the school, in connection with the Language Policy.

The students of our school have the right to use different materials, resources, books and digital materials in different learning environments of the school.

Individual study studies are planned and implemented for our students who are below or above the level of primary school level. The Classroom Teachers and the differentiation teacher are responsible for planning, implementing and observing these studies, the Guidance department is responsible for following these studies and giving feedback or informing the teachers and the Pedagogical Leadership team.

In our school, there are yellow striped walking areas designed for visually impaired



individuals, information with Braille Alphabet in elevators, and ramps for physically disabled individuals.

In cases of Covid or long-term physical illness, our students have the right to Hybrid education.

At the primary school level, there are end-of-day activities and extracurricular activities that students choose according to their individual interests and wishes.

All members of our school community have the right to use the library and benefit from the resources in the library. The behaviors to be exhibited while using the library are specified in the behavior policy.

It is primarily the responsibility of the classroom teacher, school nurse and family to follow up on our students with special health conditions. Students who have allergies, diabetes and similar reactions proven with a doctor's report can bring their food suitable for their own diet to school under the supervision of their families, and the classroom teacher, teachers attending the class and the school nurse follow up the students regularly.

Our school's parents have the right to have information about the program, to express their opinions and suggestions, to participate in parent information meetings, and to represent their culture in parent participation activities that reflect their own culture.

Implementing the inclusion policy is the responsibility of the entire school community.

The School Administration is responsible for providing access to the program for all students in line with the Admissions Policy requirements. The pedagogical leadership team is responsible for monitoring the full implementation of the inclusion policy by the whole school. The Psychological Counseling and Guidance Department is responsible for following the students individually and by revealing the individual differences of the students with various tests and inventories, informing the classroom teachers and all the teachers who attend the class, observing the school life of the students and giving feedback to the teachers when necessary. Teachers are responsible for creating a peaceful and inclusive learning environment.

Respecting individual differences is the responsibility of all school community members.

THE PRINCIPLES OF INCLUSION POLICY

In the ISTEK Kindergarten and Primary Schools inclusion policy, it is aimed to train learners

with the following characteristics.

- ✓ Respectful to individual differences and different perspectives,
- ✓ Sensitive to nature and environment,
- ✓ Respect for the living spaces of all living things,
- ✓ Knowing the value of different cultures and cultural diversity,
- ✓ Aiming for lifelong learning,
- ✓ Taking responsibility for their own learning and behavior,
- ✓ Attaches importance to freedom of thought and action,
- ✓ World citizens who defend Atatürk's principles and reforms.

RESOURCES

Educational materials that can be used for all kinds of differentiation necessary for the implementation of the Inclusion Policy are covered by the school budget. All materials required for differentiation are brought to the students and followed up by the teachers of the school according to their needs.

The whole school community is given the opportunity to celebrate the special days of the students, to make presentations, information and exchanges about the special days of the students, so that our students of different origins, ethnic groups and nationalities can live their cultures and share them with their friends.

The resources in the school library support the multilingualism and multiculturalism of our students. The librarian and the Pedagogical Leadership Team regularly carry out resource enrichment activities in the library every year. The librarian and classroom teachers are responsible for monitoring students' access to a variety of resources.

In our school, there are experienced and professional Psychological Counselors and psychologists who have completed the necessary training. Our school psychologists and counselors work with students and guide teachers in working with students with special learning needs. Classroom Teacher, Psychologist, Counselor is responsible for finding relevant resources, allocating and directing resources to the pedagogical leadership team. In-service trainings and materials to be used by Psychological Counselors, psychologists and classroom teachers on inclusion are supported by the school budget. Having educational materials that will allow differentiated education in the classrooms, enriching library resources in this area, enabling the use of smart boards and computers to facilitate students' access to technology, enabling teacher training, individual studies/projects for the interests of students who have received a gifted student report, Guidance Unit and controlled by the Pedagogical Leadership Team. "International Baccalaureate Primary Years Program Programme

Standards and Practices” has a decisive impact on the Inclusion Policy as well as on all policies of the school.

Constitution of the Turkish Republic

Fundamental Principles of the Turkish National Education

The Pre-School and Primary Education Institutions Regulation

UNESCO <https://en.unesco.org/themes/inclusion-in-education>

(We recommend that you also review our school's “Support Programs and Special Education Policy”.)

Due to its nature and content, the inclusion policy is related to all IB Learner Profile Attributes and all policies implemented in the school.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

PARTICIPANTS	AIM	DATE
İSTEK Schools (PDR) Counseling Unit	Creating first draft	2019
Inclusion Policy Commission	Revision of the document (Revision I)	September, 2020
Inclusion Policy Commission	Revision of the document (Revision II)	September, 2021
Inclusion Policy Commission	Revision of the document (Revision III)	January,2022

İSTEK Private Bilge Kağan Kindergarten- İSTEK Private Bilge Kağan Primary School WELLBEING POLICY

PHILOSOPHY:

The concept of well-being contributes to a more inclusive, healthy, sensitive and happy society on a global scale. The basis of the well-being policy of İstek Bilge Kağan Kindergarten and



Primary School includes improving learning for all students by creating a positive and sensitive environment that considers students' identities and embraces learner diversity from a power-based perspective. In the United Nations Convention on the Rights of the Child (1989), it was stated that all kinds of superior interests of children should be protected by creating an environment that provides equality, justice, peace, freedom, special attention, happiness, love and understanding for the well-being of the child. In this direction, our aim is; To protect the rights of the whole school community and to provide a safe learning environment, to create a school climate with healthy communication. It is to raise individuals who are sensitive, principled, self-disciplined, question their behavior and think reflectively, and put themselves in the shoes of others.

Well-being is associated with strong cognitive functions, higher levels of learning engagement and focus, better mood and behavior, healthier mind with a more pro-social, responsible and healthy lifestyle. In this direction, the well-being policy of İstek Bilge Kağan Kindergarten and Primary School plans and develops activities that support the physical, mental, emotional, social and intellectual well-being of its students.

To support the physical well-being of students; social activities and hobby classes are organized. (morning sports, dance, swimming, yoga, ballet, folk dances, gymnastics, forest field trips and activities, etc.)

To support the mental well-being of students; chess and mind games and coding lessons are planned. In the guidance department, attention, focus and visual perception studies, library activities, learning diaries, portfolio and exhibition day work are carried out.

To support the emotional well-being of students; the second step program is applied. Individual, group and class guidance activities are carried out (conscious awareness, recognizing, understanding and expressing emotions, creative thinking activities, and imagination-enhancing activities, etc.). Circle time, free play times, breaks and outings are scheduled.

To support the social well-being of students; Social activities inside and outside the school are planned. School outside day, forest excursions, certain days and weeks activities are organized. The second step program is applied. Guidance work is carried out. Portfolio and exhibition day studies, family participation studies, professions and hobbies day are organized.

To support the intellectual well-being of students; museum, exhibition activities, library activities, reading time, and art activities are planned and organized.

WELL-BEING RECOMMENDATIONS IN CRISIS SITUATIONS:

While managing the well-being policy manages crisis situations, İstek Bilge Kağan Kindergarten and Primary School, accepts that no society or individual remains static and that change is an inevitable process. It ensures that the entire school community is involved and comfortable in the process. In times of crisis, fostering commitment among all school community members encourages open and positive dialogue and participation in a variety of well-being activities:

- It positively describes uncertainty as a “new normal” and also works with the school community to strengthen activities and areas within its control and influence.
- It focuses on the individual strength of everyone in our school community and builds relationships, starting with the notion that the absolute truth is unknown to anyone.
- It empowers students by giving them leadership roles, responsibilities and opportunities in planning and implementing change. For example, one uses the circle time to involve students in the conversations.
- Involves students in the decision-making process. It allows everyone to feel confident about expressing themselves about any change in school practices and routines. Working collaboratively with students while implementing these changes to achieve higher levels of engagement and motivation.
- Continuing to create school routines and common practices that promote emotional safety and confidence in the changing process.
- It celebrates resilience and recognizes that fear and anxiety are normal human responses and that each student, teacher, or parent experiences them in different degrees.
- Supports members of the school community to express their feelings and concerns.

- It provides reliable information on various aspects of the crisis.
- It provides learning opportunities for students to learn more about body functioning, the nature of disease, the immune system, healthy habits, types of emotions, and recognizing emotions.
- Explores the benefits of mindfulness and relaxation techniques to relieve stress and anxiety.

The Connection of the Well-Being Policy with the Behavior Policy: Emphasizing the school's support of the physical, mental, emotional, social and intellectual well-being of the student in the İstek Bilge Kağan Kindergarten and Primary School's well-being policy is directly related to the safe learning environment and the creation of a positive school climate with healthy communication as specified in our school behavior policy.

DOCUMENT CREATION AND DEVELOPMENT PROCESS

	AIM	DATE
İstek Bilge Kağan Kindergarten and Primary School Teachers	Creating the first draft	June, 2021
İstek Bilge Kağan Kindergarten and Primary School Psychological Counseling and Guidance Unit	Revising the document (Revision 1)	August,2021

İSTEK PRIVATE BİLGE KAĞAN KINDERGARTEN AND İSTEK PRIVATE BİLGE KAĞAN PRIMARY SCHOOL

CHILD PROTECTION POLICY

Purposes

The Child Protection Policy aims to provide a suitable protective environment to protect children from all forms of violations, neglect and abuse. As İSTEK Private Bilge Kağan Kindergarten and Primary School, one of our most important responsibilities is to ensure that children are in a safe environment and also to create the environment for them in which they know and use their rights. In line with the United Nations Convention on the Rights of the Child (UNCRC) of 1989, a child is defined as a person who has not yet 18 under the Policy. While implementing this policy, it is ensured that the best interests of the child is protected in the best way possible. It is aimed to respect children's rights, to support children's participation, to prevent discrimination and to provide equal opportunities.

Within the scope of Child Protection Law No. 5395, a child is defined as any juvenile in need of protection whose physical, mental, moral, social or emotional development and personal safety is in danger, who are neglected or abused, or who are victims of crime (Art. 3/a1). Protection of the child means the protection of the child from abuse and neglect, being dragged into crime, and the endangerment of his/her physical, mental, moral, social and emotional development and personal safety. The most essential element of the concept of child protection is to recognize and prevent risks to children in advance.

İSTEK Private Bilge Kağan Kindergarten and Primary School acknowledges its responsibilities in terms of child protection and from this point of view, it is aware of the importance of preventive activities to be taken in order to prevent any harm that may occur to its students.

Principles Underlying Child Protection Policy

- The articles specified in the United Nations Convention on the Rights of the Child adopted in 1989 are accepted and children's rights are respected.
- With the positive environment and value system created, a school environment where students know that they are valued, that they are safe, that they can speak up and that they will actually be listened to is offered.
- A Criminal Record Certificate from the Public Prosecutor's Office is requested during the recruitment process for all personnel working at the school. The school community recognizes that protecting children from any and all harm is a personal, professional and inevitable responsibility.
- The best interests of the children are considered in all measures and decisions to be taken.

- The necessary education and support is provided to the entire school community, and thus it is ensured that they recognize, prevent and respond to child protection risks and incidents that may arise.
- Experts are consulted support is obtained whenever necessary.
- The implementation of the Child Protection Policy is regularly monitored and this policy is reviewed once a year.
- Relevant procedures that will increase the functionality of the Child Protection Policy and facilitate its dissemination to the entire school community are established.

Definition of Child Neglect and Abuse

Child abuse refers to a situation in which a child in the 0-18 age group is exposed to a harmful, non-accidental and preventable behavior by any person or persons. It should be a behavior that hinders the child's physical and psycho-social development, that is outside the cultural values of the society in which it takes place, and is considered as abuse by a specialist. (Polat, 1993). Neglect is the failure of the people who are responsible to look after the child to meet the basic needs of the child such as nutrition, clothing, shelter, education, health, dental health and love. It refers to the prevention of the child's physical and mental health or physical, emotional, social or moral development.

Physical Abuse

Physical abuse is the physical harm, injury or risk of injury to a child or a young person under the age of 18 that is harmful to their health. It can also be defined in the broadest sense as "non-accidental injury of the child". "Abuse that leads to the emergence of ecchymoses, fractures, burns and all kinds of lesions that cause physical damage to the body" is defined as physical abuse. It can also be defined as the deliberate use of physical force against a child that harms or is likely to harm his/her health, life, development or dignity.

Emotional Abuse

Emotional abuse defined as the constant emotional abuse of a child that has serious and long-lasting effects on the child's emotional and psychological development. It refers to a situation in which the actions or words of the parent or caregiver affect the mental health of the child and therefore prevent the child from reaching the genetic capacity in terms of growth, development and mental health. Cursing the child, humiliating, rejecting, leaving the child alone, misleading, intimidating, threatening, not meeting his/her emotional needs, mocking, humiliating and expecting responsibilities beyond the age of the child are forms of emotional and psycho-social abuse.

Sexual Abuse

It is the situation where the person is sexually abused, violated, and targeted for the sexual orientation of others against their will (Unicef)

Cyber Bullying-Cyber Abuse

Cyberbullying is bullying carried out using digital technologies. This type of bullying can be seen on social media, messaging platforms, gaming platforms and mobile phones. It is a repeated behavior intended to intimidate, anger or embarrass the targeted individuals.

Examples:

- spreading lies about someone or posting embarrassing photos on social media
- sending hurtful messages or threats through messaging platforms
- sending bad messages to others using someone else's identity.

Unicef.Org.Turkey <https://www.unicef.org/turkey/siber-zorbal%C4%B1k-nedir-ve-nas%C4%B1l-%C3%B6nlenir>)

Any kind of interaction that negatively affects the emotional and physical development of the child through information and communication technologies is cyber abuse

Actions to be Taken in Case of Suspicion

STEP 1: The person (school employee, teacher, student, visitor, etc.) who witnessed the suspicious situation / has information about the suspicious situation gives a written report to the School Principal and the Guidance Teacher at the relevant level within 24 hours. The psychosocial crisis intervention report form is filled in. In the absence of the Child Protection Team/School Principal or principal, the matter is brought to the attention of the deputy principal.

STEP 2: Physical and emotional symptoms are reviewed to determine whether the incident is a valid suspicion. In case of any doubt, the Director, Child Protection Team, counselor, psychologist and social workers are called to the meeting. Immediately after the confirmation of the incident, District National Education and Provincial National Education Ministries are informed about the situation.

STEP 3: Child Protection Team addresses the issue immediately in case of suspicion, claim or disclosure of abuse/neglect that is contrary to the principles in the Child Protection Policy. A written action plan containing the steps to be followed is prepared and a report is also drawn up.

Some of the steps to be followed are:

- Notifying the situation to the İSTEK Schools Foundation
- Getting legal advice on the case, informing the relevant authorities
- Informing the family (face-to-face meeting and/or via e-mail/letter)
- Supporting students and families (Expert support may be offered.)
- If the suspect is a school employee, ensuring that the employee is removed from the institution as per the legal and administrative decision to be taken.

STEP 4: Any and all documents related to child protection reports are kept in a confidential file by the child protection team. These records can be shared with relevant institutions within the legal framework.

STEP 5: The case is followed-up.

İstek Private Bilge Kağan Kindergarten and Primary School Child Protection Policy

Preventive Activities

The entire school community has a responsibility in protecting and promoting the well-being of children and supporting the implementation of this Policy.

The prevention of all forms of abuse is essential to ensure child protection. Child abuse and neglect is a worldwide problem and violates children's rights. "Child abuse" or "maltreatment" covers all physical and/or emotional maltreatment, sexual abuse, neglect, negligent treatment or abuse that harms or is likely to harm the health, life, development or reputation of the child within the scope of responsibility, trust and power including commercial or other forms of exploitation.

İstek Bilge Kağan Kindergarten and Primary School is committed to protecting students with its comprehensive Child Protection Policy, which it has developed and implemented to protect and support the safety and well-being of its students. Students grow and learn in the best way possible when they are safe, secure, and comfortable in their school environment. As İstek Bilge Kağan Kindergarten and Primary School, we strive to provide a safe environment where our students are respected and valued.

A structure is created herein that will prevent all kinds of environments and situations in which students can be harmed physically and emotionally, regardless of their age group. It is aimed to raise awareness in students about their rights and the protection policy requirements, through open and covert means. The basic principles of the curriculum are as follows:

- The goal is to increase the motivation of each student and get them interested.
- Humiliation, pressure and violence by teachers are prohibited.
- Students are provided with opportunities where they can show their talents and express themselves.
- Students are clearly informed in advance of the sanction they will face when they violate any rule and rules and sanctions are applied by everyone in the same manner.
- Students cannot be forced to participate in any activity inside or outside the classroom.
- Students are supported with additional studies in areas where they are slow or insufficient.

- Academic and emotional development processes are monitored by each course teacher and shared by the branch teachers' committee, which is repeated every semester. Measures are taken when necessary.

Raising Awareness

The child protection policy is shared with the whole school community in various ways (parent letters, posters, bulletins, website, school magazines, etc.). As a result of the sharing, all stakeholders (all educators and support staff) became aware of their responsibilities towards students and treat all students with respect and care. It is tried to be a good listener for all students, changes in children's behavior are realized and taken into account, and it is known that changes in student behavior can be a sign of abuse.

Trainings we provide for the entire School Community as İstek Private Bilge Kağan Kindergarten and Primary School

Training of the School Community

Acknowledging the sensitivity of the issue and the awareness of the school, the school community aims to be preventive against all possible problems by creating a clear perception about the child protection policy in order to protect both themselves and the entire school community. Trainings on children's rights and improvement of the Child Protection Policy are planned and implemented by the school administration.

Training of Students

It is very essential to inform students about the subject. Awareness raising and correct behavior development activities are carried out as from kindergarten to protect the safety and well-being of the child through collective training and activities such as individual and group conversations, classroom guidance studies and student seminars. In the kindergarten, the child is trained to recognize his/her own body and the body of the opposite sex, and on private areas, my body belongs to me, the rules of touching, good touch-bad touch, recognizing desired and unwanted touch. Within the primary school, the child is given training on recognizing emotions, expressing themselves, communication skills, knowing how to get help in certain situations, children's rights declaration, "how to say no", personal boundaries,

distinguishing between safe and unsafe touching, rules of touch, pre-adolescence and healthy use of technology.

It is aimed to increase students' awareness of sexual abuse and neglect in the units implemented within the scope of the Second Step Social Emotional Learning Program implemented in Kindergarten and Primary Schools (Coping with humiliation, Dealing with Name-calling, Coping with Peer Bullying, Recognizing Emotions, etc.). In addition, students' skills in terms of expressing themselves and reporting sexual neglect also improve with the support of the program.

Training of Parents

The biggest collaborators of the studies carried out with the students at the school are the parents. For this reason, the school informs parents about "protecting the child from abuse" through seminars, bulletins and, when necessary, individual conversations. Within the scope of the 2nd Step Social Emotional Learning Program implemented in our school, 'Parent Letters', which includes homework for the units, also plays a bridge role between our parents and their communication with their children in dealing with peer bullying or with an unwanted situation. Within the scope of the activities of the Guidance and Psychological Counseling Department, seminars are organized every month by school counselors and experts in the field (on subjects such as Development Period Characteristics, Healthy Communication with Children, Technology and Substance Addiction, Risky Behaviors, etc.).

	AIM	DATE
Istek Bilge Kağan Psychological Counseling Department	Creating the first draft	September, 2021
Istek Bilge Kağan Kindergarten and Primary School Psychological Counseling Department & Pedagogical Leadership Team & Head of Departments	Revising the document (Revision 1)	October,2021



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INCLUSION POLICY

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Fundamental Principles of the Turkish National Education

UNESCO <https://en.unesco.org/themes/inclusion-in-education>



İSTEK SCHOOLS MISSION STATEMENT

Our mission as İSTEK Schools is to provide our students with an education in the light of Atatürk's principles and reforms, to enable them to become successful individuals who will have positive effects on the future of Turkey and throughout the world, committed to scientific inquiry, universal values, intercultural understanding and lifelong learning.

INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT



The International Baccalaureate aims to raise inquiring, knowledgeable and sensitive young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop demanding international education and rigorous assessment programs. These programs encourage all students around the world to be active, compassionate and lifelong learners who, with their differences, understand that others can be right.



İSTEK ÖZEL BİLGE KAĞAN SCHOOLS
İSTEK BİLGE KAĞAN KINDERGARTEN
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